Regular Governing Board Meeting Agenda

CABRILLO UNIFIED SCHOOL DISTRICT

Public Session • Thursday, June 9, 2022 • 6:00 PM

Cunha Intermediate School Multi-Use Room, 600 Church Street, Half Moon Bay, California 94019

Governing Board Meeting Broadcast Live on PacificCoast.TV

Back to In-Person Attendance

The Cabrillo Unified School District Governing Board and the staff have returned to hosting Regular Board meetings in-person. These meetings are open to the public. At this time, face masks are highly recommended for all attendees while inside the building.

CUSD will continue broadcasting Governing Board meetings live on PacificCoast.TV. If available, meeting recordings will be uploaded to the CUSD YouTube channel in the next few days following the meeting.

Individuals who require special accommodations (Spanish interpreter, accessible seating, documentation in an accessible format, etc.) should contact the Administrative Assistant to the Superintendent at acostar@cabrillo.k12.ca.us no later than 48 hours preceding the meeting.

PUBLIC COMMENTS GUIDELINES

There are two ways in which members of the public may provide comments as part of a Cabrillo Unified School District Governing Board remote meeting:

1. Submit Written Comments in Advance:

Members of the public wishing to provide comments in advance of the meeting may submit a Public Comments form bit.ly/cusdcomments. **Written comments will be accepted from the time the agenda is posted right up to 3:00 pm on the day of the meeting.** Comments will be read out loud by the Board President or a Designee. Written comments should be limited to no more than 300 words; longer comments might not be shared publicly during the meeting. However, all comments received, whether or not they are shared publicly during the meeting, will be made available to all Board members and the public.

2. Provide Comments In-Person During Meeting:

Members of the public wishing to speak in-person during the meeting should submit a **"Request to Address the Board"** slip to the Administrative Assistant to the Superintendent prior to the introduction of the item. For meeting facilitation, please submit the slip at your earliest possible convenience. Upon recognition by the President of the Board, please come to the podium and identify yourself prior to speaking.

Individuals are given up to three (3) minutes to speak. However, with Board consent, the President may increase or decrease the time allowed, depending on the topic and the number of persons wishing to be heard. The Administrative Assistant will keep the time and advise the speaker when there are 30 seconds left and again when time is up. We ask all speakers to keep within the time limits.

IMPORTANT BOARD PROTOCOLS REGARDING PUBLIC COMMENTS

The CUSD Governing Board does not act upon any matter that has not been agendized except under limited circumstances as permitted by law. It is the policy of the CUSD Governing Board to refer matters raised in this forum to staff for further examination and/or action where appropriate.

Open Board meetings may be recorded and broadcast.

1. CALL TO ORDER

a. Public Session - 6:00 PM - Welcome

1. Roll Call / Quorum
2. Pledge of Allegiance

2. APPROVAL OF AGENDA

3. COMMUNICATIONS

a. Public Comments

b. Employee Organizations Report

1. CUTA Representatives
2. CSEA Representatives

c. Board Members Report

d. Superintendent Report

4. CONSENT AGENDA

a. Approval of Single Plan for Student Achievement (SPSA) 2022-2023 (Consent Agenda)

4.a Board Memo Single Plan for Student Achievement.pdf (p. 6)

4.a.1 2022_SPSA_Hatch_20220602.pdf (p. 7)

4.a.2 2022_SPSA_El_Granada_20220602.pdf (p. 84)

4.a.3 2022_SPSA_Farallone_View_20220602.pdf (p. 147)

4.a.4 2022_SPSA_Kings_Mountain_20220602.pdf (p. 223)

4.a.5 2022_SPSA_Cunha_Intermediate_20220602.pdf (p. 287)

4.a.6 2022_SPSA_HMBHS_20220603.pdf (p. 368)

4.a.7 2022_SPSA_Pilarcitos_HS_20220602.pdf (p. 435)

b. Approval of 2022-2023 Strengthening Career and Technical Education for the 21st Century Act (Perkins V), 131- Secondary Education, Grant Application (Consent Agenda)

4.b Board Memo Perkins V 2022-23 Application.pdf (p. 496)

4.b.1 CDE Perkins Grant Application & State Assurances.pdf (p. 498)

c. Approval of 2022-23 Agricultural Education Incentive Grant (Consent Agenda)

4.c Board Memo 2022-23 Agricultural Education Incentive Grant.pdf (p. 524)

4.c.1 2220-23 AIG Application.pdf (p. 525)

d. Adoption of New ELA/ELD Curriculum for Elementary Schools (Consent Agenda)

4.d Board Memo Elementary ELA_ELD Curriculum 2022.pdf (p. 532)

4.d.1 Benchmark Education Hatch Elementary Revised Quote.pdf (p. 534)

4.d.2 Benchmark Education El Granada Elementary Quote.pdf (p. 537)

4.d.3 Benchmark Education Farallone View Elementary Quote.pdf (p. 540)

4.d.4 Benchmark Education Kings Mountain Elementary Quote.pdf (p. 543)

e. Adoption of Advanced Placement Environmental Science Textbook (Consent Agenda)

4.e Board Memo AP Environmental Science Textbook Adoption 2022.pdf (p. 545)

4.e.1 SAAVAS Environment HMBHS Science Quote.pdf (p. 547)

f. Adoption of Advanced Placement United States History Textbook (Consent Agenda)

4.f Board Memo AP United States History Textbook Adoption 2022.pdf (p. 549)

4.f.1 Cengage Learning The American Peagant HMBHS Quote.pdf (p. 551)

g. Adoption of Marine Ecology (Honors) Curriculum (Consent Agenda)

4.g Board Memo Marine Ecology (Honors) Textbook 2022.pdf (p. 553)

4.g.1 McGraw Hill HMBHS Marine Science Quote.pdf (p. 555)

h. Approval of MOU between Hazel Health and CUSD (Consent Agenda)

4.h Board Memo Hazel Health MOU 2022.pdf (p. 560)

4.h.1 2022 Hazel Health MOU.pdf (p. 561)

4.h.2 2021-22 Hazal Health PI Report.pdf (p. 572)

i. Approval of Certificated Personnel Report (Consent Agenda)

4.i Board Memo Certificated Personnel Report.pdf (p. 573)

j. Approval of Classified Personnel Report (Consent Agenda)

4.j Board Memo Classified Personnel Report.pdf (p. 575)

k. Approval of the Cabrillo Unified School District and Cabrillo School Employees' Association's Negotiated Agreement for July 1, 2021 through June 2024 (Consent Agenda)

4.k Board Memo CUSD-CSEA Contract Agreement 2021-24.pdf (p. 576)

l. Approval of Donations to Cabrillo Unified School District (Consent Agenda)

4.l. Board Memo Donations June 9 2022.pdf (p. 577)

4.l.1 Summary_Site_Donations_June_2022.pdf (p. 578)

m. Approval of Warrant Register Report (Consent Agenda)

4.m Board Memo Warrant June 9 2022.pdf (p. 579)

4.m.1 Warrant Register 050122-053122.pdf (p. 580)

n. Approval of Summer Custodial Cleaning Proposal (Consent Agenda)

4.n Board Memo Summer Custodial Cleaning Proposal.pdf (p. 597)

4.n.1 Prime Building Summer Cleaning Proposal.pdf (p. 598)

o. Approval of Agreement for Professional Services with the Law Firm Dannis Woliver Kelley Attorneys at Law for the 2022-2023 and 2023-2024 School Years (Consent Agenda)

4.o Board Memo DWK Services Agreement.pdf (p. 603)

4.o.1 DWK Agreement for Professional Services 2022-24.pdf (p. 604)

p. Approval of Contract for Equity Audit and Strategic Planning Services (Insight Education) (Consent Agenda)

4.p Board Memo Equity Audit Agreement.pdf (p. 609)

4.p.1 Insight Education Group Contract.pdf (p. 610)

q. Approval of Regular and Special Governing Board Meetings Minutes (Consent Agenda)

4.q Board Memo Minutes.pdf (p. 624)

4.q.1 2022-05-12 Regular Board Meeting Minutes.pdf (p. 625)

4.q.2 2022-05-13 Special Board Meeting Minutes.pdf (p. 630)

4.q.3 2022-05-27 Special Board Meeting Minutes.pdf (p. 632)

5. GENERAL BUSINESS

a. Student Recognition – Half Moon Bay High School Co-Salutatorians Natalie Inglis and Josie Miller and Valedictorian Hannah Paik

5.a Board Memo Recognition Salutatorian & Valedictorians.pdf (p. 634)

b. 2021-24 Local Control and Accountability Plan (LCAP), 2022 Supplement to the Annual Update for 2021-2022, and 2022 LCAP Federal Addendum, 2022-23 LCAP Budget Overview for Parents (Discussion)

5.b Board Memo Local Control Accountability Plan 2022.pdf (p. 636)

5.b.1 Local Control Accountability Plan LCAP Presentation 2022.pdf (p. 639)

5.b.2 2022 Local Control and Accountability Plan.pdf (p. 670)

5.b.3 2022 Supplement to Annual Update for 2021-22.pdf (p. 784)

5.b.4 2022 LCAP Federal Addendum.pdf (p. 795)

5.b.5 2022 LCFF Budget Overview for Parents.pdf (p. 815)

5.b.6 Notice of Public Hearing LCAP 2022.pdf (p. 821)

c. Approval of the 2022-2023 Site and District Professional Development Plan (Action)

5.c Board Memo Professional Development Plan _ Super Friday 2022-23.pdf (p. 822)

5.c.1 Elementary Collaboration & Professional Development 2022-23.pdf (p. 823)

5.c.2 Secondary Collaboration & Professional Development 2022-23.pdf (p. 824)

5.c.3 Notice of Public Hearing 2022 Budget.pdf (p. 825)

d. Proposed CUSD Budget for the Fiscal Year 2022-2023 (Discussion)

5.d Board_Memo Budget & Public Hearing FY 2022-23.pdf (p. 826)

5.d.1 2022-2023 Budget Presentation.pdf (p. 827)

5.d.2 2022-23 Budget Report.pdf (p. 837)

e. Adoption of Fiscal Year-End Resolution No. 14-2022, Appropriating Ending Balance to a Reserve (Action)

5.e Board Memo Resolution Appropriating Ending Balance to Reserve 2022.pdf (p. 980)

5.e.1 Resolution 14-2022 Appropriate Ending Balance to Reserve 2022.pdf (p. 981)

f. Adoption of Fiscal Year-End Resolution No. 15-2022, Approving Budgetary Increases and Transfers at Year-End (Action)

5.f Board Memo Budgetary Increases and Transfers at Year-End 2022.pdf (p. 982)

5.f.1 Resolution 15-2022 Budgetary Increases and Transfers at Year-End 2022.pdf (p. 983)

g. CUSD Technology Update (Presentation)

5.g Board Memo Technology Update June 2022.pdf (p. 985)

5.g.1 Technology Presentation 2022.pdf (p. 986)

6. FUTURE EVENTS

a. June 20 - Juneteenth Holiday, All Sites Closed (Observed)

b. June 23 - Regular Board Meeting, Location TBD - 6:00 PM

7. ADJOURNMENT OF THE MEETING

CABRILLO UNIFIED SCHOOL DISTRICT

498 Kelly Avenue, Half Moon Bay, California 94019 • 650 712-7100 • Fax 650 726-0279 • www.cabrillo.k12.ca.us

SUPERINTENDENT
Sean McPhetridge, Ed.D.

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Kimberly Hines
Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: June 9, 2022
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Assistant Superintendent Curriculum and Instruction
CATEGORY: Consent/Action
ITEM TITLE: Approval of Single Plan for Student Achievement (SPSA) 2022-2023

BACKGROUND INFORMATION

The Single Plan for Student Achievement (SPSA) is an action plan to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA. The SPSA contains the school's action plans to increase student achievement and aligns categorical funding to support the action plans. The plan must be approved by the School Site Council, site English Language Advisory Committee (ELAC) representatives, and the Governing Board.

In an effort to reduce redundancies at the local level, the templates for the Local Control and Accountability Plan (LCAP) and the School Plan for Student Achievement have been redesigned to work together. The LCAP is a local educational agency (LEA) level planning document with a three-year timeline, while the School Plan is specific to a school site with a one-year term. Despite these differences, the nature of each plan is similar by design. As a result, an LEA and its schools can benefit from the use of a shared vocabulary and planning process that is embedded in a context of continuous improvement.

REPORT/PROPOSAL

It is recommended that the Cabrillo Unified School District Governing Board approve the Single Plan for Student Achievement for all CUSD school sites.

- Half Moon Bay High School
- Pilarcitos High School
- Cunha Intermediate School
- El Granada Elementary School
- Farallone View Elementary School
- Hatch Elementary School
- Kings Mountain Elementary School

FINANCIAL IMPACT

There is no financial impact to the General Fund.

RECOMMENDATION

Approve as submitted.

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Alvin S. Hatch Elementary	41688906043616	May 19, 2022	May 19, 2022

Purpose and Description

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

Schoolwide Program

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

Resource inequities are reflected in data analysis to include:

A need to support structured literacy for students performing below standard, support for student engagement and social and emotional needs of referred students, support for student literacy to include supplemental support for English Learners, and attention to climate regarding attendance and suspension. These areas are defined as areas of need in the CA Accountability Dashboard and will address both state and local indicators.

Table of Contents

SPSA Title Page 1
Purpose and Description....1
Table of Contents....2
Comprehensive Needs Assessment Components 4
Data Analysis 4
Surveys 4
Classroom Observations....4
Analysis of Current Instructional Program....5
Stakeholder Involvement 12
Resource Inequities 12
School and Student Performance Data 14
Student Enrollment....14
CAASPP Results....16
ELPAC Results 20
Student Population....24
Overall Performance 26
Academic Performance....27
Academic Engagement 38
Conditions & Climate....41
Goals, Strategies, & Proposed Expenditures....43
Goal 1....43
Goal 2....49
Goal 3....54
Goal 4....58
Budget Summary 61
Budget Summary 61
Other Federal, State, and Local Funds 61
Budgeted Funds and Expenditures in this Plan 62
Funds Budgeted to the School by Funding Source....62
Expenditures by Funding Source 62
Expenditures by Budget Reference 62
Expenditures by Budget Reference and Funding Source 62
Expenditures by Goal....63
School Site Council Membership 64
Recommendations and Assurances 65
Instructions....66

Instructions: Linked Table of Contents 66
Purpose and Description 67
Stakeholder Involvement 67
Resource Inequities 67
Goals, Strategies, Expenditures, & Annual Review 68
Annual Review 69
Budget Summary 70
Appendix A: Plan Requirements 72
Appendix B: 75
Appendix C: Select State and Federal Programs 77

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Student surveys are used by many teachers as part of lesson planning and implementation. Students are surveyed as part of the regular school curriculum (ex. math & science) dependent on the curriculum focus. As a result of these surveys, student discovery is promoted. In addition, throughout the year students are surveyed school-wide on issues around school transportation modes and safety. The results of these surveys are shared school-wide.
Parents are surveyed in a variety of manners. On a site level, parents may be surveyed on site issues and/or school performance. At a district level, parents are offered the opportunity to complete surveys on district strategic planning and other growth related issues. As a result of these surveys, the district considers the responses to inform decision making.

Classroom Observations

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

Teachers at Hatch Elementary are formally observed according to the Cabrillo Unified School District and Cabrillo Unified Teacher's Union (CUTA) calendar, depending upon seniority (non tenured teachers are formally observed twice a year and tenured teachers are formally observed once every other year per contract). The results of these formal observations are shared through a formal evaluation process- both written and oral.
At the site level, teachers are observed often on informal "walk through's" in which immediate feedback is given- both written and oral. The results of these observations are used to track teacher growth and performance and to give constructive feedback towards instructional practice improvements.
With support of the district, teachers in the immersion program are given technical assistance in best immersion teaching practices via classroom observations and curriculum alignment.
Teachers in both programs are given support in both practice and observation with lab sites in academic conversations, number talks, and other math and language arts related activities.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Available state and local data is used to plan and modify class instruction. Teachers meet as grade level teams to analyze student data and form groups in language arts, math, and ELD instruction. At these meetings, teachers determine growth priorities for the year, determine SMART goals to meet growth priorities, determine target students for intervention, discuss best teaching practices, share and gather materials to support those practices, determine assessment tools related to SMART goals, and to schedule follow up meetings to discuss assessment data and to modify instruction.

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

Curriculum embedded assessments are used much like the assessments above. Teachers use the data to determine the needs for reteaching and extended/ enriched instruction. This may include students that need new groupings, different curriculum and materials, and modified teaching strategies. Curriculum-embedded assessments are also used for grade and progress reporting to students and families.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of teachers are highly qualified.

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

Professional development is provided in the following manner: The school year begins with a district office led professional development day. A professional development plan is then constructed for six minimum days throughout the year. These days can be site based and/or shared by grade level schools. At the elementary level, collaboration among sites occurs in alignment of shared professional development days.

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

Site administration and other team members administer surveys to ensure that trainings offered meet the needs of the teachers. Trainings are also determined by site and district goals.

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

The district technology support staff is available to assist teachers in technical needs. In addition, the district technology committee has designated cadres of teachers as cohort one team members on a past district-wide technology roll out. These staff members are designated per site to be the lead teachers and part of the implementation. As lead instructors, they are key in training other staff members on district technology needs. These staff members often lead specific, immediate site based training, as well as larger whole staff and district professional development.

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

Grade level teams meet weekly per the collaboration calendar. During this time a designated topic (ELD, Math, ELA, etc.) is discussed and related to professional practice.

Teaching and Learning

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

Grade level teams will meet weekly to align curriculum and instruction to the Common Core Standards. Teachers will meet during this time to plan and discuss lessons. Teachers will use classroom assessments to evaluate student understanding and depth of knowledge. These assessments also help teachers identify needs for re-teaching and intervention. All teachers work collaboratively within the grade level at the site and across the district to map standards out in year long plans. Teachers will work with existing assessments to align them to the Common Core.

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

Teachers submit daily/ weekly schedules at the start of the school year that adhere to all recommended instructional minutes in both language arts and math. Teachers group students based on need to ensure students are exposed to concepts with sufficient support and pacing. Site administration will make frequent informal visits to classrooms throughout the instructional day to ensure that instructional minutes are being met.

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

Teachers work to create year-long plans and have time in team meetings to make adjustments to the plan where needed. In addition, elementary sites have time during professional development to collaborate and share best practices.

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

Teachers are using materials adopted by the district and available on site to align components accessed by students with the Common Core standards. Through grade level and district articulation, materials are shared and disseminated. District TOSA's (teachers on special assignment) are available to answer questions, provide targeted support, and model instructional practices. In addition, our PTO, school site, and Cabrillo Education Foundation (CEF) support teachers with funding towards materials needed and additional professional development.

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

McGraw Hill language arts materials are adopted for both the Two-way Bilingual Immersion (Spanish) program and the traditional English only program. The Bridges Math program was also adopted for all students. Students are provided with consumable workbooks for both adopted programs. State adopted science and social studies materials (text books and workbooks) are provided to all students.
Reading Intervention teachers use the Wilson Fundations intervention materials for students needing reading assistance in English and Esperanza intervention materials for students needing reading assistance in Spanish.

Opportunity and Equal Educational Access

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

Instruction ranges from 1 to 1 support to small group lessons. During school (recess and/or lunch time) and after school intervention groups are formed by teachers based on student need. Students not reading at grade level are referred to the site based reading intervention teachers for additional support. Students are cycled through the process as their reading levels improve.

Evidence-based educational practices to raise student achievement

Teachers at all grade levels are trained in state adopted materials. In both language arts and social studies, teachers utilize guided reading, GLAD strategies, systematic phonics, and Teachers College Reading and Writing Workshop strategies. Science and math instruction use hands on strategies to provide universal access to state adopted materials. Project based learning is used in all areas to provide students a higher level of rigor needed to meet the CCSS.

Parental Engagement

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

Hatch Elementary students benefit from community volunteers in the classroom daily. In addition, through the Amity Intern Program, students have access to additional support from 4-6 Amity interns that Hatch has on site daily/ annually. These interns work every day of the school year in classes to support students academically while exposing them to their cultures. District provided SES instruction provided by TutorWorks provides students with enriched academic support after school. Finally, the Hatch Homework Club provides students with academic support twice a week with adult tutors (teachers, high school students, and Amity interns).

HATCH ELEMENTARY SCHOOL
PARENT AND FAMILY ENGAGEMENT POLICY

Greater family involvement is supported through the federal Every Student Succeeds ACT (ESSA) Title I law. This law mandates that:

“Each school…shall jointly develop with, and distribute to, parents of participating children a written parent involvement policy, agreed upon by such parents, that shall describe the means for carrying out the requirements…. Such policy shall be updated periodically to meet the changing needs of parents and the school.”

To this end, Hatch Elementary School as a Title I School will:

Convene an annual meeting at a convenient time to which parents of participating children shall be invited and encouraged to attend. Inform parents of their school’s participation under Title I, and explain its requirements and their right to be involved.

Additional meetings are held as needed as per parent needs and Hatch school provides, with Title I funds, transportation, child care, or home visits (as needed) as such services relate to parental involvement. (20 U.S.C. Section 6318[c][2])

Establish a School Advisory Committee and/or English Language Advisory Committee (SSC/ELAC) Where Title 1 topics are regularly discussed.
.
Title I expenditures are reviewed and evaluated by the Site Council, and input is provided by ELAC.

Schedule regular meetings of the Advisory Committees. Keep on file membership lists, bylaws, and minutes of each meeting. Involve parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school’s Title I, Part A programs and the Title I, Part A parental involvement policy and including the planning, review, and joint development of the schoolwide program (SWP) plan. (20 U.S.C. Section 6318[c][3])

Discuss the Single Plan for Student Achievement (SPSA) with Advisory Committees.

Design parent involvement programs with input from parents.

To the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under ESSA Section 1111 in a format and, to the extent practicable, in a language such that parents and family members understand (ESSA Section 1116[f]).

Provide opportunities for Advisory Committees to give input into the development, modifications, and evaluation of the school's Title I plan.

Inform each child's parent of their child's individual student achievement results and specific instructional goals.

Provide each parent with a description and explanation of the curriculum used at the school.

Jointly develop with parents a school-parent compact that outlines how parents, school staff, and students will share the responsibility for improved student achievement.

Address the importance of communication between teachers and parents on an ongoing basis.

Allocate at least 1% of the Title I school site budget for defined parent involvement programs such as family literacy and parenting skills.

Keep parents informed about school wide and classroom activities with emails, flyers and newsletters.

Provide assistance to parents and staff in such areas as understanding the State's content standards.

Evaluate the effectiveness of parent involvement programs and adjust the program based on recommendations.

Hatch School PARENT COMPACT:

Our school believes our students should strive for academic excellence. We believe that families, students, and entire school staff should work in partnership to help each student reach his/her potential. As partners we agree to the following:

As a student I will:

Believe that I can learn and will learn.
Do my best on all my assignments.
Read for at least 20 minutes, five days a week.
Come to class on time, ready to learn, and with assignments completed.
Set aside time every day to complete my homework.
Know and follow the school and class rules.
Regularly talk to my parents and my teachers about my progress in school.
Respect my school, classmates, staff, and family.

_____
Student signature Date

As a parent/guardian or family member I will:

Talk to my child regularly about the value of education.
Monitor TV viewing and other activities that might not promote academic and personal growth
Make sure that my child reads every day.
Make sure that my child attends school every day, on time, and with homework completed.
Support the school's discipline, dress code, and regulations stated in the Student Handbook.
Monitor my child's progress in school.
Make every effort to attend school events, ask for and attend a parent-teacher conference, Open House and Back-to-School Night.
Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
Participate in shared decision making with school staff and other families for the benefit of students through the School Site Council, English Language Acquisition Committee, and/or the monthly Parent-Principal
meeting.
Respect the school, staff, students, and families.

_____
Family member signature Date

As a teacher I will:

Communicate high expectations for every student.
Endeavor to motivate my students to learn.
Teach and involve students in classes and curricula that are interesting, relevant, and challenging.
Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
Enforce rules equitably and involve students in creating a warm and caring learning environment in the class that promotes academic and personal growth
Communicate regularly with families about their child's progress in school.
Provide assistance to families on what they can do to support their child's learning and about services that are available to support high student achievement, e.g. tutoring
Participate in shared decision making with other school staff and families for the benefit of students.
Respect the school, staff, students, and families.

_____
Teacher signature Date

We make a commitment to work together to carry out this agreement.

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

The Hatch Elementary School community is involved as stakeholders in a variety of settings. These stakeholders help analyze data and make decisions about school goals, action steps, materials, and funding. The following forums are available for stakeholder feedback:

School Site Council Meetings
Hatch Leadership Team Meetings
PTO Meetings
Grade Level Team Meetings
District-wide Staff Development Opportunities
ELAC Meetings/ ELAC PTO Coffee Dates

Funding

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

Categorical funding is used to provide support to under performing students through researched based, targeted intervention based upon assessment results. Teacher teams collaborate in weekly grade level team meetings to discuss best practices and needed intervention strategies. Interventions are provided throughout the school day as well as after school. Classroom teachers help support these efforts. A variety of materials and instructional practices are implemented including: small group instruction, 1 on 1 instruction, leveled groups, and GLAD strategies.

Fiscal support (EPC)

The Cabrillo Unified School District provides fiscal support for our school site to meet the state required Nine Essential Program Components in supporting academic student achievement.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Goals are reviewed and revised as needed by school site council on an ongoing basis and yearly to review and establish yearly goals. The goals are established based on LCAP goals and all teachers, classified staff, Parent Teacher Organization, and the English Language Advisory Committee provide feedback and are involved in the process.

Resource Inequities

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

Resource inequities are reflected in the data analysis and highlight needs to support structured literacy for students performing below standard, to increase English Language Development among English Learners via supplemental supports, to increase student engagement, to provide additional supports in addressing the social-emotional needs of referred students, and to improve school

climate with regard to attendance and suspension. These areas are defined as areas of need within the CA Accountability Dashboard.

A good amount of students do not have access to technology and/or internet connectivity. This creates inequities among our students to access remote learning resources for the different content areas of English Language Arts (reading and writing), Mathematics, Social Studies, and Science. There is an equity issue as well among teachers with the ones who are technology well equipped and savvy, and with the ones who technology access is limited at home, limited knowledge, and not familiar with online programs. This inequity is being addressed during the 2022-2023 school year by offering staff targeted professional development opportunities around using technology to instruct, assess, and differentiate instruction.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	91	96	107
Grade 1	74	80	81
Grade 2	93	83	84
Grade3	100	95	93
Grade 4	96	100	95
Grade 5	109	98	103
Total Enrollment	563	552	563

Conclusions based on this data:

1. Enrollment has increased by 11 students from 2019-2020 to 2020-2021.
2. The ethnic make-up of the population remains consistent.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	234	233	210	41.6%	42.2%	37.3%
Fluent English Proficient (FEP)	37	42	57	6.6%	7.6%	10.1%
Reclassified Fluent English Proficient (RFEP)	20	24	25	8.2%	10.3%	10.7%

Conclusions based on this data:

1. Reclassification rate increased by 0.9% from 16-17 to 17-18.
2. Percentage of English Learners slightly increased from 40.8% to 41.4% (+0.6%).

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	97	100	N/A	96	97	N/A	96	97	N/A	99	97	N/A
Grade 4	108	100	N/A	108	97	N/A	108	97	N/A	100	97	N/A
Grade 5	89	111	N/A	88	109	N/A	88	109	N/A	98.9	98.2	N/A
All Grades	294	311	N/A	292	303	N/A	292	303	N/A	99.3	97.4	N/A

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2407.	2428.	NA	18.75	19.59	N/A	18.75	35.05	N/A	28.13	25.77	N/A	34.38	19.59	N/A
Grade 4	2437.	2450.	NA	18.52	18.56	N/A	19.44	20.62	N/A	19.44	25.77	N/A	42.59	35.05	N/A
Grade 5	2498.	2486.	NA	19.32	23.85	N/A	28.41	21.10	N/A	20.45	17.43	N/A	31.82	37.61	N/A
All Grades	N/A	N/A	N/A	18.84	20.79	N/A	21.92	25.41	N/A	22.60	22.77	N/A	36.64	31.02	N/A

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	21.88	25.77	N/A	45.83	56.70	N/A	32.29	17.53	N/A
Grade 4	19.44	19.59	N/A	43.52	48.45	N/A	37.04	31.96	N/A
Grade 5	28.41	30.28	N/A	43.18	35.78	N/A	28.41	33.94	N/A
All Grades	22.95	25.41	N/A	44.18	46.53	N/A	32.88	28.05	N/A

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	10.42	9.28	N/A	47.92	60.82	N/A	41.67	29.90	N/A
Grade 4	15.74	13.40	N/A	39.81	55.67	N/A	44.44	30.93	N/A
Grade 5	29.55	24.77	NA	32.95	42.20	N/A	37.50	33.03	N/A
All Grades	18.15	16.17	N/A	40.41	52.48	N/A	41.44	31.35	N/A

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	17.71	20.62	N/A	62.50	73.20	N/A	19.79	6.19	N/A
Grade 4	17.59	23.71	N/A	62.96	58.76	N/A	19.44	17.53	N/A
Grade 5	19.32	13.76	N/A	59.09	56.88	N/A	21.59	29.36	N/A
All Grades	18.15	19.14	N/A	61.64	62.71	N/A	20.21	18.15	N/A

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	16.67	22.68	N/A	48.96	50.52	N/A	34.38	26.80	N/A
Grade 4	10.19	12.37	N/A	50.00	55.67	N/A	39.81	31.96	N/A
Grade 5	20.45	25.69	N/A	55.68	32.11	N/A	23.86	42.20	N/A
All Grades	15.41	20.46	N/A	51.37	45.54	N/A	33.22	33.99	N/A

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.
2. Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.
3. Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	97	100	N/A	96	99	N/A	96	99	N/A	99	99	N/A
Grade 4	108	100	N/A	108	99	N/A	108	99	N/A	100	99	N/A
Grade 5	89	111	N/A	88	110	N/A	88	110	N/A	98.9	99.1	N/A
All Grades	294	311	N/A	292	308	N/A	292	308	N/A	99.3	99	N/A

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2425.	2424.	N/A	10.42	13.13	N/A	34.38	25.25	N/A	28.13	36.36	N/A	27.08	25.25	N/A
Grade 4	2445.	2454.	N/A	10.19	11.11	N/A	20.37	23.23	N/A	31.48	37.37	N/A	37.96	28.28	N/A
Grade 5	2470.	2471.	N/A	6.82	13.64	N/A	18.18	15.45	N/A	32.95	25.45	N/A	42.05	45.45	N/A
All Grades	N/A	N/A	N/A	9.25	12.66	N/A	24.32	21.10	N/A	30.82	32.79	N/A	35.62	33.44	N/A

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	20.83	27.27	N/A	42.71	37.37	N/A	36.46	35.35	N/A
Grade 4	20.37	21.21	N/A	25.00	29.29	N/A	54.63	49.49	N/A
Grade 5	9.09	18.18	N/A	34.09	25.45	N/A	56.82	56.36	N/A
All Grades	17.12	22.08	N/A	33.56	30.52	N/A	49.32	47.40	N/A

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	28.13	23.23	N/A	43.75	55.56	N/A	28.13	21.21	N/A
Grade 4	17.59	19.19	N/A	39.81	47.47	N/A	42.59	33.33	N/A
Grade 5	14.77	13.64	N/A	46.59	46.36	N/A	38.64	40.00	N/A
All Grades	20.21	18.51	N/A	43.15	49.68	N/A	36.64	31.82	N/A

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	17.71	20.20	N/A	54.17	56.57	N/A	28.13	23.23	N/A
Grade 4	13.89	16.16	N/A	40.74	45.45	N/A	45.37	38.38	N/A
Grade 5	7.95	11.82	N/A	44.32	46.36	N/A	47.73	41.82	N/A
All Grades	13.36	15.91	N/A	46.23	49.35	N/A	40.41	34.74	N/A

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Grade 5 increased the percentage of students Above Standard in the claims of Problem Solving and Modeling/Data Analysis (+6.07%) and Communicating Reasoning (+1.43%). Also, this grade level increased the percentage of students Exceeding Standards from 5.43% to 6.82%.
2. Grade 4 increased the percentage of students Above Standard in the claims of Concepts and Procedures (+9.26%) and Problem Solving and Modeling/Data Analysis (+6.48%). Also, this grade level increased the percentage of students Exceeding Standards from 4.44% to 10.19%.
3. Grade 3 increased the percentage of students At or Near Standard in all claims: Concepts and Procedures (+3.05%), Problem Solving and Modeling/Data Analysis (+6.14%), and Communicating Reasoning (+14.51%).

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1431.2	1426.3	1419.0	1443.6	1442.7	1445.8	1402.1	1387.6	1356.1	52	33	26
1	1455.8	1459.3	1443.4	1474.6	1478.3	1471.0	1436.5	1440.0	1415.3	47	42	29
2	1495.9	1480.2	1447.1	1507.0	1493.2	1456.9	1484.2	1466.7	1436.6	42	48	29
3	1476.3	1490.4	1480.8	1464.9	1484.1	1495.1	1487.1	1496.2	1465.9	34	31	49
4	1484.9	1518.6	1497.3	1478.6	1510.6	1506.1	1490.8	1526.3	1488.1	33	32	40
5	1533.0	1532.3	1527.0	1528.3	1530.5	1533.8	1537.3	1533.6	1519.6	13	33	29
All Grades										221	219	202

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	38.46	6.06	11.54	25.00	54.55	30.77	30.77	36.36	50.00	*	3.03	7.69	52	33	26
1	34.04	7.14	10.34	29.79	45.24	31.03	*	38.10	27.59	*	9.52	31.03	47	42	29
2	54.76	6.25	3.45	28.57	54.17	31.03	*	29.17	51.72	*	10.42	13.79	42	48	29
3	*	6.45	4.08	*	58.06	28.57	41.18	25.81	55.10	*	9.68	12.24	34	31	49
4	*	18.75	12.50	45.45	59.38	40.00	36.36	9.38	32.50	*	12.50	15.00	33	32	40
5	*	30.30	20.69	*	36.36	48.28	*	27.27	20.69		6.06	10.34	13	33	29
All Grades	31.22	11.87	9.90	31.22	51.14	34.65	25.34	28.31	40.59	12.22	8.68	14.85	221	219	202

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	40.38	18.18	15.38	32.69	45.45	57.69	21.15	33.33	19.23	*	3.03	7.69	52	33	26
1	59.57	23.81	31.03	23.40	50.00	41.38	*	23.81	20.69	*	2.38	6.90	47	42	29
2	78.57	33.33	20.69	*	43.75	41.38	*	20.83	24.14	*	2.08	13.79	42	48	29
3	*	22.58	28.57	*	54.84	48.98	38.24	12.90	18.37	*	9.68	4.08	34	31	49
4	*	43.75	40.00	48.48	43.75	37.50	*	6.25	12.50	*	6.25	10.00	33	32	40
5	*	51.52	65.52	*	30.30	17.24	*	12.12	6.90		6.06	10.34	13	33	29
All Grades	45.25	31.96	33.66	27.15	44.75	41.09	19.00	18.72	16.83	8.60	4.57	8.42	221	219	202

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	23.08	0.00	3.85	*	24.24	11.54	57.69	66.67	50.00	*	9.09	34.62	52	33	26
1	*	4.76	3.45	23.40	23.81	13.79	25.53	45.24	41.38	38.30	26.19	41.38	47	42	29
2	33.33	6.25	0.00	26.19	27.08	20.69	28.57	43.75	51.72	*	22.92	27.59	42	48	29
3		9.68	0.00	*	19.35	8.16	41.18	54.84	46.94	44.12	16.13	44.90	34	31	49
4		12.50	2.50	*	31.25	12.50	45.45	43.75	47.50	*	12.50	37.50	33	32	40
5	*	12.12	13.79	*	24.24	3.45	*	48.48	68.97		15.15	13.79	13	33	29
All Grades	15.84	7.31	3.47	22.62	25.11	11.39	38.91	49.77	50.50	22.62	17.81	34.65	221	219	202

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	61.54	18.18	19.23	36.54	78.79	73.08	*	3.03	7.69	52	33	26
1	74.47	59.52	27.59	23.40	38.10	65.52	*	2.38	6.90	47	42	29
2	69.05	39.58	10.34	28.57	47.92	75.86	*	12.50	13.79	42	48	29
3	*	12.90	12.24	61.76	67.74	65.31	32.35	19.35	22.45	34	31	49
4	*	9.38	30.00	54.55	75.00	50.00	*	15.63	20.00	33	32	40
5	*	15.15	31.03	*	75.76	55.17		9.09	13.79	13	33	29
All Grades	51.58	28.31	21.29	38.46	61.64	63.37	9.95	10.05	15.35	221	219	202

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	30.77	21.21	30.77	57.69	72.73	61.54	*	6.06	7.69	52	33	26
1	46.81	11.90	37.93	42.55	80.95	55.17	*	7.14	6.90	47	42	29
2	78.57	33.33	31.03	*	64.58	55.17	*	2.08	13.79	42	48	29
3	35.29	64.52	59.18	41.18	22.58	38.78	*	12.90	2.04	34	31	49
4	51.52	71.88	62.50	36.36	28.13	30.00	*	0.00	7.50	33	32	40
5	*	78.79	79.31	*	15.15	10.34	*	6.06	10.34	13	33	29
All Grades	48.42	44.29	51.98	39.37	50.23	40.59	12.22	5.48	7.43	221	219	202

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	0.00	0.00	76.92	96.97	72.00	*	3.03	28.00	52	33	25
1	31.91	19.05	13.79	25.53	50.00	34.48	42.55	30.95	51.72	47	42	29
2	45.24	8.33	3.45	30.95	72.92	65.52	*	18.75	31.03	42	48	29
3	*	9.68	0.00	44.12	61.29	44.90	52.94	29.03	55.10	34	31	49
4	*	9.38	2.50	57.58	68.75	52.50	39.39	21.88	45.00	33	32	40
5	*	24.24	17.24	*	48.48	48.28		27.27	34.48	13	33	29
All Grades	21.27	11.87	5.47	49.32	66.21	51.74	29.41	21.92	42.79	221	219	201

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	46.15	33.33	7.69	44.23	57.58	34.62	*	9.09	57.69	52	33	26
1	*	2.38	0.00	55.32	78.57	58.62	36.17	19.05	41.38	47	42	29
2	*	6.25	0.00	71.43	62.50	62.07	*	31.25	37.93	42	48	29
3	*	9.68	0.00	79.41	77.42	67.35	*	12.90	32.65	34	31	49
4	*	9.38	0.00	84.85	87.50	62.50	*	3.13	37.50	33	32	40
5	*	9.09	3.45	*	84.85	82.76		6.06	13.79	13	33	29
All Grades	21.72	10.96	1.49	63.35	73.97	62.38	14.93	15.07	36.14	221	219	202

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. In the Overall Language section, most of the students are distributed between the performance level 3 (69) and 4 (69).
2. Within the Overall Language, the Written Language section most of the students are in the performance level 2 (86) and most of them in the primary grade levels (K, 1st, and 2nd)
3. In the domains of Listening and Speaking, most of the students are in the "Well Developed" performance level. In the domains of Reading and Writing, most of the students are in the "Somewhat/Moderately" performance level.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
563	**51.2**	**37.3**	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	210	37.3
Foster Youth		
Homeless	8	1.4
Socioeconomically Disadvantaged	288	51.2
Students with Disabilities	60	10.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American		
American Indian or Alaska Native		
Asian	6	1.1
Filipino	7	1.2
Hispanic	350	62.2
Two or More Races	20	3.6
Native Hawaiian or Pacific Islander	1	0.2
White	179	31.8

Conclusions based on this data:

1. About 42% of are English Language Learners of the total enrollment at Hatch Elementary.

2. The Hispanic population overpasses the White population by almost 20%.

3. The percentage of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma is 46.5%.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Yellow	**Suspension Rate** Yellow
Mathematics Orange		

Conclusions based on this data:

1. Three out of the five groups are in Orange.
2. English Learners' performance level is Yellow.
3. Both English Language Arts and Mathematics performance levels are in Orange.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	3	1	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
13.8 points below standard	55 points below standard	0 Students
Increased ++7.9 points	Increased Significantly ++18.6 points	
300	130	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	59.9 points below standard	101.5 points below standard
10	Increased ++5.4 points	Declined -5.6 points
	144	27

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color	 No Performance Color	 No Performance Color	 No Performance Color
0 Students	0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
		3	3
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow	 No Performance Color	 No Performance Color	 Green
47.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	31 points above standard
Increased Significantly ++16.2 points	8		Increased ++5.2 points
170			116

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
82.9 points below standard	5.7 points below standard	18.7 points above standard
Increased Significantly ++17.9 points	Increased ++8 points	Increased ++5.7 points
83	47	164

Conclusions based on this data:

1. Based on the Fall 2017 English Language Arts Report, the student group "All students" declined by 16.7 points.
2. Based on the Fall 2017 English Language Arts Report, out of the five student groups, two are performing in the orange level, two are performing in the red level, and one group is performing in the green level.
3. Based on the Fall 2017 EL Additional Assessment Data, the English Learner group declined 14.4 points.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Highest Performance

Red | Orange | Yellow | Green | Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	1	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Yellow	
33.2 points below standard	65.9 points below standard	
Maintained ++1.7 points	Increased ++6.8 points	
300	130	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	73.4 points below standard	117.6 points below standard
10	Maintained -2.5 points	Declined Significantly -26.9 points
	144	27

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 58.4 points below standard Increased ++6.1 points 170	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8		 Green 1.8 points above standard Increased ++3.2 points 116

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
86.6 points below standard Declined -6 points 83	29.4 points below standard Increased Significantly ++26 points 47	8.1 points below standard Maintained ++1.4 points 164

Conclusions based on this data:

1. Based on the Fall 2019 Mathematics Status and Change Report, four student groups maintained orange level performance (All students, English Learners, Socioeconomically disadvantaged, and Hispanic students).
2. Based on the Fall 2019 Mathematics Status and Change Report, the Hispanic group increased 6.1 points.
3. Based on the Fall 2019 EL Additional Assessment Data, the English Learner group increased 2.1 points.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Color
48.6 making progress towards English language proficiency
Number of EL Students: 179
Performance Level: Medium

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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.5	31.8	3.3	45.2

Conclusions based on this data:

1. The English Learner Progress group performance increased by 2.0% and its performance level is Yellow.
2. Based on the data of Fall 2017, the English Learner group performance increased by 2.6 points in Mathematics.
3. Based on the data of the Fall 2017, the English Learner group performance decreased by 15 points in English Language Arts

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. Not applicable

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	2	2	1	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
5.7	6.7	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.2	Maintained +0.3	0
577	238	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
6.3	6.4	9.8
Increased +6.3	Maintained 0	Increased +5.3
16	281	51

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0
0	0	5	12
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Green
7.4	0	Less than 11 Students - Data Not Displayed for Privacy	4.1
Increased +1.2	Declined -7.1	0	Declined -1.1
325	18		217

Conclusions based on this data:

1. Chronic absenteeism has been reduced by 0.2 points overall.
2. English Learners group is maintained in the yellow range although is was increased by 0.3 points.
3. Students with disabilities group increased overall the absences by 5.3 points.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	**Number of Students in the Graduation Rate**	**Number of Graduates**	**Number of Fifth Year Graduates**	**Graduation Rate**
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1. Not applicable

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	1	0	0	4

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Blue	
0.7	0	
Increased +0.4	Declined -0.4	
579	239	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	Blue
0	0.4	0
Maintained 0	Declined -0.3	Declined -2.3
16	282	51

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
		 No Performance Color	 No Performance Color
		Less than 11 Students - Data	8.3
		5	12
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Blue	 No Performance Color		 Orange
0	0		1.4
Declined -0.6	Maintained 0		Increased +1.4
326	18		218

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.3	0.7

Conclusions based on this data:

1. In the student group, all students, based on the data provided by the Fall 2017, the suspension rate increased slightly by 0.4%.
2. Hispanic group (348 students) maintained the same status (Yellow).
3. In the group of Students with Disabilities, the suspension rate decreased by 5% and they are in the green performance level.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academic Achievement: Literacy and Reclassification

LEA/LCAP Goal

There shall be a particular focus on literacy and reclassification of the district's English Language Learner students.

Goal 1

During the 2022-23 school year, all teachers will continue to support access to the Common Core State Standards. Students are expected to improve by 3% in grade level proficiency in Language Arts as measured by reading levels in grades K-2, and as measured by Literably, Spanish reading level assessments and CAASPP assessments in grades 3 through 5.

In order to increase the rate of reclassification, ELD instruction will focus on students achieving grade level proficiency in reading and upward movement of at least one ELPAC level, with the end goal of reclassification.

Identified Need

3th to 5th grade English Learners, Low Income, and Hispanic students remain far below school wide results in ELA, reflecting a need for additional supports for teachers and students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	46% (3rd grade), 44% (4th grade), 44% (5th grade)	49% (3rd grade), 47% (4th grade), 47% (5th grade)
Fountas and Pinnell	Assessments are in progress (Fall 2022)	3% increase from fall 2022 to 2023
Reclassification Rate		

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners and socioeconomically disadvantaged students in grades 4-5

Strategy/Activity

Provide research-based, targeted interventions beyond the school day for targeted subgroups of students who are not meeting grade level standards utilizing computer-based reading software

(Lexia), ELD standards-based instruction including, but not limited to: Benchmark (ELD curriculum), guided reading, RAZ Kids (Online guided reading program with interactive ebooks, downloadable books, and reading quizzes), drama-based listening/speaking activities, BrainPop ELL, and literature circles. Targeted intervention for students will be offered in small groups. We will measure the effectiveness of the strategy through end of the year data from local benchmarks and state assessments.

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

Amount(s)	Source(s)
2977	Title I 1000-1999: Certificated Personnel Salaries Pay for two teachers at the hourly rate.
2605	Title I 4000-4999: Books And Supplies Supplemental Supplies
2233	Title I 4000-4999: Books And Supplies Supplementary reading materials for EL students

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

At-risk students

Strategy/Activity

Additional days (hourly) for Professional Development for new teachers who are teaching at-promise students to receive mentoring support from peers. We will collect the following evidence: agenda and sign-in sheets.

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

Amount(s)	Source(s)
1000	Title I 1000-1999: Certificated Personnel Salaries Cost of teacher (hourly) not to exceed 65 hours per school year

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Support regular articulation within and across grade level teams to implement CCSS and develop integrated units of instruction. Grade level teams meet weekly to monitor and review formative and summative common assessment data, discuss best teaching practices, and develop an action plan. Professional Development and release time funds will be available for teachers to enroll in various courses and programs, or meet, to support this effort

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

Amount(s)	Source(s)
4000	7000-7439: Other Outgo

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Implement CCSS instructional strategies to use technology, including the Internet, tablets, Chromebooks. Utilize technology such as Lexia, RAZ Kids, Brain Pop, Typing Agent, Istation, and others to engage and motivate students, provide support and integrate subjects. We will collect Lexia and Raz Kids reports. Develop engagement nights for parents and guardians in both English and Spanish to communicate how students may effectively access these programs outside of the classroom.

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

Amount(s)	Source(s)
500	Title I Part A: Parent Involvement

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide time for teaching staff to explore research-based, targeted instruction guided by formative and summative assessments, utilizing strategies including, but not limited to: close reading techniques, guided reading, literature circles to help students to:
1) Read closely to determine what a text says explicitly and to make logical inferences from ithe text, cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2) Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and sufficient evidence. We will collect the following evidence: CAASPP and local assessment data.

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

Amount(s)	Source(s)
1,000	

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Literacy nights will be reinstituted to engage parents, guardians and students with skills to support student literacy and development when away from the classroom.

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

Amount(s)	Source(s)
500	Title I Part A: Parent Involvement

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

ELD will be implemented daily for 30 minutes of Explicit Direct Instruction. Teachers will be implementing newly adopted ELD curriculum with students. We will collect the following evidence: formative and summative assessments, ELPAC data.

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

Amount(s)	Source(s)

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

At-promise and English Learners

Strategy/Activity

Provide release time, additional collaboration time, and/or school visits for teachers as Professional Development with the goal of improving instruction for all at-promise students and English Learner students (instructional strategies, classroom management, immersion and traditional program language support, social emotional learning).

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

Amount(s)	Source(s)
2000	Title I 1000-1999: Certificated Personnel Salaries Release time/substitute for teachers

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

The ability to analyze student progress was impacted negatively by the lack of state testing. The lack of testing does not allow us to measure growth from the last baseline.

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

There were no major differences in intended implementation of budgeted expenditures. Covid-19 and our school closure affected delivery of services and supports as we transitioned to a remote learning environment. However, this did not impact our SPSA budget.

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

Professional Learning and engagement is shifting back into the classroom after distance learning. We will again reinstate state testing and use the data received to inform practice.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

College and Career Readiness

LEA/LCAP Goal

Increase the percentage of students who are engaged in curriculum that prepares them to be college or career ready.

Goal 2

Students from 3rd to 5th grade who are at risk in specific targeted areas of mathematical practice will gain 3% overall as measured by the CAASPP (California Assessment of Students Progress and Performance) in the Spring of 2023.

Students will be provided with remote learning resources to reach this goal.

Identified Need

3rd-6th grade students' performance on SBAC math assessments were below expectations, indicating a need for more support for struggling students. English Learners, Low Income, and Hispanic students remain far below school wide results in math, reflecting a need for additional supports for teachers and students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP mathematics	38% (3rd Grade), 38% (4th Grade), 47% (5th Grade)	41% (3rd Grade), 41% (4th Grade), 50% (5th Grade)

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Socioeconomically disadvantaged students and English Language Learners who are at risk.

Strategy/Activity

Provide research-based, targeted intervention beyond the school day for targeted subgroups and students not meeting grade level standards in Math. Maintain, develop, and monitor common formative assessments and data. We will collect the following evidence: formative and summative assessments, CAASPP data, EADMS data.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2563	Title I 1000-1999: Certificated Personnel Salaries Targeted Math intervention: 20 students at risk. (2 teachers, 2 hours weekly @ $45 hourly for 23 weeks)
2000	Title I 1000-1999: Certificated Personnel Salaries Release time/substitute for teachers
2000	Title I 4000-4999: Books And Supplies Supplementary materials & supplies
	None Specified None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students with emphasis on developing learning objectives for English Learners

Strategy/Activity

Professional development & release time to support teachers in developing and implementing CCSS and research-based instructional strategies including unpacking standards, integrated units of instruction, and time to plan units that will be implemented/ visit mentor or master teachers & succesful school sites. We will collect the following evidence: agendas, sign-in sheets, walk-through forms, administration observations.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	Unrestricted 1000-1999: Certificated Personnel Salaries Release time/substitute for teachers

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide for regular articulation within and between grade level teams to implement CCSS and develop integrated units of instruction. Grade level teams meet weekly to monitor common assessment data as well as discuss best teaching practices and needed interventions.

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

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide research-based, targeted instruction, guided by assessment, tied to integrated units of instruction, utilizing strategies including, but not limited to: hands on math, use of manipulatives and realia, and daily math practice. Maintain, develop, and monitor common formative assessments and data.

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

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implement CCSS instructional strategies to use technology including the internet,tablets, Chromebooks, Smartboards, and related resources to produce and publish mathematical knowledge, to collaborate with others, and to make strategic use of digital media to implement the standards for mathematical practice.

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

Amount(s) Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Support students capacity to achieve CCSS mastery through the use of a weekly after school homework club beginning the week of September 5, 2022

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

Amount(s)	Source(s)
3,000	Unrestricted

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students in grades 3-5

Strategy/Activity

STEAM after school group

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

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Due to the COVID-19 Pandemic, the California Department of Education (CDE) was not able to administer assessments. Therefore, we do not yet have data to compare the actual growth. Once we administer the CAASPP battery of assessments for the 2021-2022 school year, we will be able to compare growth. We will use local data to place students who will need further interventions for Fall 2022.

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

Due to the COVID-19 Pandemic, the California Department of Education (CDE) was not able to administer assessments. Therefore, we do not yet have data to compare the actual growth. Once we administer the CAASPP battery of assessments for the 2021-2022 school year, we will be able to compare growth. We will use local data to place students who will need further interventions for Fall 2022.

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

Due to the COVID-19 Pandemic, the California Department of Education (CDE) was not able to administer assessments. Therefore, we do not yet have data to compare the actual growth. Once we administer the CAASPP battery of assessments for the 2021-2022 school year, we will be able to compare growth. We will use local data to place students who will need further interventions for Fall 2022.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Communication Plan to Support Parent Involvement

LEA/LCAP Goal

Implement a stakeholder communication plan to support parental involvement.

Goal 3

Maintain favorable responses on the 2021-2022 Panorama Family Survey within the topic of Barriers to Engagement.
Increase families who responded favorably on the 2021-2022 Panorama Family Survey within the topic of Family Engagement by 5%.

Identified Need

Increase Family Engagement to support student academic performance and social emotional wellbeing.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Family Survey	Survey will be administered in the Fall/Winter	Maintain favorable responses on the 2021-2022 Panorama Family Survey within the topic of Barriers to Engagement. Increase families who responded favorably on the 2021-2022 Panorama Family Survey within the topic of Family Engagement by 5%.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners, Hispanic, and socioeconomically disadvantaged

Strategy/Activity

Plan and implement three Parent Technology nights, three Parent Literacy Nights by grade level, PBIS - Positive Behavioral Interventions and Supports including but not limited to meetings to provide updates, Coffee with the principal, and open meetings based on parents' needs.

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

Amount(s)	Source(s)
950	Title I 2000-2999: Classified Personnel Salaries Extra time for office staff to help facilitate promotion and coordination of the strategy.
1000	Title I 4000-4999: Books And Supplies Planning and facilitating parent education nights (meetings after school, materials, and additional supports as needed)

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners, Hispanic, and socioeconomically disadvantaged

Strategy/Activity

Communicate, provide, and facilitate in both languages (English and Spanish) meetings with Parent Teacher Organization (PTO), Spanish Immersion Parent Association (SIPA), English Language Advisory (ELAC), and School Site Council (SSC)

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

Amount(s)	Source(s)
382	Title I 2000-2999: Classified Personnel Salaries Childcare for ELAC meetings for at least four meetings during the school year
254	Title I 2000-2999: Classified Personnel Salaries Childcare for SSC meetings for an average of six meetings during the school year

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners, Hispanic, and socioeconomically disadvantaged

Strategy/Activity

Parent communication and engagement will continue in all existing formats (including but not limited to paper copies, websites, email blasts, robo calls) and additional new methods will be implemented (texts, “on the ground reminders,” and other modes as available, and student planners for 4th and 5th graders) for the current school year.

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

Amount(s)	Source(s)
850	Title I 4000-4999: Books And Supplies Student planners to help communicate school events and assignments

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners, Hispanic, and socioeconomically disadvantaged

Strategy/Activity

Monitor the Barriers to Engagement and Family Engagement topic responses of 2021-2022 Panorama Family Survey

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

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

CUSD had a gap in Panorama surveys due to budget cuts in 2019-2020. We administered the Panorama Surveys in April/May 2021 and 2022. Once we obtain the 2022 data, we will analyze the data during Summer/Fall 2022 to compare growth.

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

CUSD had a gap in Panorama surveys due to budget cuts in 2019-2020. We administered the Panorama Surveys in April/May 2021 and 2022. Once we obtain the 2022 data, we will analyze the data during Summer/Fall 2022 to compare growth.

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

CUSD had a gap in Panorama surveys due to budget cuts in 2019-2020. We administered the Panorama Surveys in April/May 2021 and 2022. Once we obtain the 2022 data, we will analyze the data during Summer/Fall 2022 to compare growth.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Positive School Climate: Safe and Supported Schools

LEA/LCAP Goal

Create a positive school climate where students feel safe and supported.

Goal 4

Increase the percentage of families who responded favorably on the 2021-2022 Panorama Family Survey within the topic of School Climate by 5%.
Increase the percentage of families who responded favorably on the 2021-2022 Panorama Family Survey within the topic of School Safety by 5%.

Increase attendance percentage by 1% in the school year of 2021-2022.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Report	96.88%	Increase attendance by 1%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners, Hispanic, and socioeconomically disadvantaged

Strategy/Activity

Site administration, teachers, and classified leaders will work together to implement and monitor PBIS attendance practices, and procedures. Supplementary funds will be utilized to support these efforts.

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

Amount(s)	Source(s)
	None Specified None Specified
	None Specified None Specified
2166.88	Title I 1000-1999: Certificated Personnel Salaries Targeted attendance monitoring of EL students

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Language Learners, Hispanic, and socioeconomically disadvantaged students.

Strategy/Activity

Hatch Elementary will continue work with PBIS (Positive Behavioral Interventions and Supports) at the Tier 2 level and work toward the top level, Tier 3.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
782	Title I 4000-4999: Books And Supplies Supplementary office supplies to support student efforts (certificates and awards)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

CUSD had a gap in Panorama surveys due to budget cuts in 2019-2020. We administered the Panorama Surveys in April/May 2021 and 2022. Once we obtain the 2022 data, we will analyze the data during Summer/Fall 2022 to compare growth.

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

CUSD had a gap in Panorama surveys due to budget cuts in 2019-2020. We administered the Panorama Surveys in April/May 2021 and 2022. Once we obtain the 2022 data, we will analyze the data during Summer/Fall 2022 to compare growth.

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

CUSD had a gap in Panorama surveys due to budget cuts in 2019-2020. We administered the Panorama Surveys in April/May 2021 and 2022. Once we obtain the 2022 data, we will analyze the data during Summer/Fall 2022 to compare growth.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$34,762.88

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I	$23,762.88
Title I Part A: Parent Involvement	$1,000.00

Subtotal of additional federal funds included for this school: $24,762.88

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

State or Local Programs	Allocation ($)
	$5,000.00
Unrestricted	$5,000.00

Subtotal of state or local funds included for this school: $10,000.00

Total of federal, state, and/or local funds for this school: $34,762.88

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	23,763	0.12
None Specified		

Expenditures by Funding Source

Funding Source	Amount
	5,000.00
Title I	23,762.88
Title I Part A: Parent Involvement	1,000.00
Unrestricted	5,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	3,000.00
1000-1999: Certificated Personnel Salaries	14,706.88
2000-2999: Classified Personnel Salaries	1,586.00
4000-4999: Books And Supplies	9,470.00
7000-7439: Other Outgo	4,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		1,000.00
7000-7439: Other Outgo		4,000.00
1000-1999: Certificated Personnel Salaries	Title I	12,706.88
2000-2999: Classified Personnel Salaries	Title I	1,586.00

4000-4999: Books And Supplies	Title I	9,470.00
	Title I Part A: Parent Involvement	1,000.00
	Unrestricted	3,000.00
1000-1999: Certificated Personnel Salaries	Unrestricted	2,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	16,815.00
Goal 2	11,563.00
Goal 3	3,436.00
Goal 4	2,948.88

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Alyssa Jaramillo	Principal
Luisa Hernandez	Classroom Teacher
John Georgopoulos	Classroom Teacher
Hector Segura	Classroom Teacher
Griselda Corona	Other School Staff
Kendra Holland	Parent or Community Member
Anthony Sprotti	Parent or Community Member
Jim Davis	Parent or Community Member
Yadira Ramos-Rodriguez	Parent or Community Member
Michael Ramirez	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 19, 2022.

Attested:

	Principal, Alyssa Jaramillo on May 19, 2022
	SSC Chairperson, Griselda Corona on May 19, 2022

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
El Granada Elementary	41688906043624	May 4, 2022	June 12, 2022

Purpose and Description

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

Schoolwide Program

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

Resource inequities are reflected in data analysis to include a need to support structured literacy for students performing below standard, support for student engagement and social/emotional needs of referred students, support for student literacy to include supplemental support for English Learners, and attention to climate regarding attendance and suspension. These areas are defined as areas of need in the CA Accountability Dashboard and will address both state and local indicators.

Table of Contents

SPSA Title Page 1
Purpose and Description....1
Table of Contents....2
Comprehensive Needs Assessment Components 3
Data Analysis 3
Surveys 3
Classroom Observations....3
Analysis of Current Instructional Program....3
Stakeholder Involvement 12
Resource Inequities 13
School and Student Performance Data 14
Student Enrollment....14
CAASPP Results....16
ELPAC Results 20
Student Population....24
Overall Performance 26
Academic Performance....27
Academic Engagement 38
Conditions & Climate....41
Goals, Strategies, & Proposed Expenditures....43
Goal 1....43
Goal 2....49
Goal 3....52
Goal 4....55
Budget Summary 59
Budget Summary 59
Other Federal, State, and Local Funds 59
Budgeted Funds and Expenditures in this Plan 60
Funds Budgeted to the School by Funding Source....60
Expenditures by Funding Source 60
Expenditures by Budget Reference 60
Expenditures by Budget Reference and Funding Source 60
Expenditures by Goal....61
School Site Council Membership 62
Recommendations and Assurances 63

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Formal and informal surveys are given to all stakeholder groups during the year. Teacher input on professional development is decided during Site Leadership Team Meetings and comments obtained at professional development and staff meetings. Parent feedback is solicited through PTO and ELAC Boards, as well as informal small group meetings with the Principal.

Classroom Observations

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

Throughout the year, the principal visited classrooms for formal and informal observations. Each visit is focused on various instructional strategies and classroom management techniques to ensure engagement and quality of the instructional program during remote learning programs.

Formal observations for teachers occur per the Cabrillo Unified School District Teacher's Association. Tenured staff are formally observed once every other year, and temporary and probationary staff are observed twice annually.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

For the 2022-2023 School Year: The data from state assessments and local assessments are used each fall to determine goals for each grade level in language arts and math and English Language Development. Teachers, the principal and reading intervention teacher meet for data conferences twice yearly, once in the Fall and once in the Spring. Within this work they analyze grade level data, and determine growth priorities for the year including needs of significant subgroups (i.e., English language learners), determine SMART goals to meet growth priorities, determine target students for intervention, discuss best teaching practices, and determine assessment tools for each SMART goal.

Data from local assessments is used to determine flexible groups for each SMART goal instructional period. Teachers also collaborate weekly by grade level for lesson planning, examining of student work and examining of teacher practice. Structures are in place for a strong Professional Learning Community.

This data is shared with parents, and goal setting parent-teacher conferences occur in the Fall and in the Spring. Student data is also used in Student Study Team meetings.

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

Curriculum embedded assessments are used much like the local assessments above. Teachers use this data to determine the needs for reteaching and enrichment. This includes, but is not limited to: student needs and grouping, curriculum materials, and teaching strategies.

Within our Reading and Writing Workshop language arts curriculum, teachers are continuously assessing student learning through formal and informal running records, one-on-one conferences and formative assessment/note-taking on student progress. Additionally, digital platforms such as Literably, Lexia and Raz Kids provide individual progress monitoring as well as innovative digital tools for collecting data and monitoring student progress.

Curriculum embedded assessments are also used for grade reporting to parents and students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of teacher are highly qualified.

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

Professional development is provided formally within the language of the Cabrillo Unified School District Teacher's Association contract. All District teachers meet for one full professional development day before school begins. This work is continued throughout the year with six early release days for professional development. At the elementary level, three of these days are collaborative, meaning that all elementary teachers across the District meet together for articulation and collaboration. The remaining four early release days are site-based, and focused on mutually agreed upon professional development that supports student need and our vision for our school.

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

Administration administers teacher surveys to ensure that trainings offered meet the needs of the teachers. Trainings are also determined by school goals based upon assessment data. Teachers also have opportunities to pursue individualized professional development to address individual professional goals and needs.

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

Teachers at El Granada receive a variety instructional assistance and support that is funded through diverse sources of funding including Cabrillo Education Foundation, District monies, and site funds. This includes targeted professional development, instructional support from from administration and specialized instructors such as our Reading Intervention Teacher, and leadership from teacher leaders trained in integrating technology throughout core content areas.

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

Grade level teams meet once per week in Professional Learning Community teams to analyze data, discuss best practices, examine student work with specific academic and/or social needs of individual students to determine intervention and enrichment, and collaboratively lesson plan. Vertical articulation occurs during site-based professional development opportunities and monthly staff meetings.

Teaching and Learning

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

Monthly unit plans in Reading, Writing, Math and ELD based on Common Core Standards are maintained by each teacher, and submitted electronically to the Principal for review. Teachers use classroom assessments to evaluate student understanding and depth of knowledge. These assessments also help teachers identify needs for re-teaching and intervention. All teachers, including special education, work collaboratively within the grade level and site and across the District to map standards out in year-long plans. Teachers are working within grade levels to alter existing assessments in order to reflect the Common Core standards.

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

Teachers submit weekly schedules to administration at the beginning of the school year and instructional minutes are reviewed. Teachers group students based on need to ensure students are exposed to concepts with sufficient support and pacing. In this way, teachers are accountable for fulfilling instructional minutes across the grade level. The site Principal makes frequent informal visits to classrooms throughout the instructional day to ensure that instructional time is being used effectively.

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

Teachers create monthly units of study that fit into an articulated learning progression throughout the year in Reading, Writing, Mathematics, English Language Development, and Word Study.

Furthermore, grade levels have articulation time across the District to allow opportunities for collaboration and sharing best practices.

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

Teachers are utilizing materials adopted by the School Board and develop units of study that reinforce Common Core standards that are accessed by student. Through grade level and District articulation, materials are being shared and distributed. Site administration engages in grant writing to support funding of materials and resources to enhance student learning.

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

El Granada currently utilizes Teacher's College Reading and Writing Workshop units of study, Fountas and Pinnell leveled intervention series, Wilson Fundations (a Kindergarten-3rd grade phonics program) Bridges Math, Scott Foresman History/Social Science for California, and FOSS science.

Opportunity and Equal Educational Access

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

Instruction ranges from direct whole group instruction to small group lessons to 1:1 support. Before, during and after school intervention groups are formed based on student need. Research based interventions are provided to all struggling students, with emphasis on K-3, language learners and SED students. Parent education is offered throughout the year to build school-community partnership where parents are provided with strategies to help support student learning at home. Digital platforms like Lexia, Raz Kids and Learning Ally all provide students with in school and at home opportunities for addressing core learning in Reading.

Evidence-based educational practices to raise student achievement

Teachers in all grade levels are trained in state adopted materials. In language arts, teachers utilize guided reading, systematic phonics, and Reading and Writing instructional strategies. Math, social studies and science instruction utilize hands on strategies to provide universal access to state adopted materials. Project based learning is used to all areas to provide for a higher level of rigor needed to meet CCSS.

Parental Engagement

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

El Granada Elementary School students benefit from on-site, part time mental health services, a full time Reading Intervention teacher supported by the District. The District also maintains a successful and active partnership with San Mateo County Sheriff and two School Resource Officers. Our School Resource Officers provide family outreach support, student education on issues concerning personal and community safety.

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

The El Granada community involves stakeholders in a variety of settings. These stakeholders help to analyze data and make decisions about school goals, action steps, materials, and funding. The following forums are available for stakeholder feedback:

Leadership Team
School Site Council
Grade Level Teams
Grade level articulation supported by the District
ELAC Board
PTO Board

The following is the El Granada Parent and Family Engagement Poloicy and Compact:

EL GRANADA ELEMENTARY SCHOOL
PARENT AND FAMILY ENGAGEMENT POLICY

Greater family involvement is supported through the federal Every Student Succeeds ACT (ESSA) Title I law. This law mandates that:

“Each school…shall jointly develop with, and distribute to, parents of participating children a written parent involvement policy, agreed upon by such parents, that shall describe the means for carrying out the requirements…. Such policy shall be updated periodically to meet the changing needs of parents and the school.”

To this end, El Granada Elementary School as a Title I School will:

Convene an annual meeting at a convenient time to which parents of participating children shall be invited and encouraged to attend. Inform parents of their school’s participation under Title I, and explain its requirements and their right to be involved.

Additional meetings are held as needed as per parent needs and El Granada school provides, with Title I funds, transportation, child care, or home visits (as needed) as such services relate to parental involvement. (20 U.S.C. Section 6318[c][2])

Establish a School Advisory Committee and/or English Language Advisory Committee (SSC/ELAC) Where Title 1 topics are regularly discussed.
.
Title I expenditures are reviewed and evaluated by the Site Council, and input is provided by ELAC.

Schedule regular meetings of the Advisory Committees. Keep on file membership lists, bylaws, and minutes of each meeting. Involve parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school’s Title I, Part A programs and the Title I, Part A parental involvement policy and including the planning, review, and joint development of the schoolwide program (SWP) plan. (20 U.S.C. Section 6318[c][3])

Discuss the Single Plan for Student Achievement (SPSA) with Advisory Committees.

Design parent involvement programs with input from parents.

To the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency,

parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under ESSA Section 1111 in a format and, to the extent practicable, in a language such that parents and family members understand (ESSA Section 1116[f]).

Provide opportunities for Advisory Committees to give input into the development, modifications, and evaluation of the school's Title I plan.

Inform each child's parent of their child's individual student achievement results and specific instructional goals.

Provide each parent with a description and explanation of the curriculum used at the school.

Jointly develop with parents a school-parent compact that outlines how parents, school staff, and students will share the responsibility for improved student achievement.

Address the importance of communication between teachers and parents on an ongoing basis.

Allocate at least 1% of the Title I school site budget for defined parent involvement programs such as family literacy and parenting skills.

Keep parents informed about school wide and classroom activities with emails, flyers and newsletters.

Provide assistance to parents and staff in such areas as understanding the State's content standards.

Evaluate the effectiveness of parent involvement programs and adjust the program based on recommendations.

El Granada Elementary School PARENT COMPACT:

Our school believes our students should strive for academic excellence. We believe that families, students, and entire school staff should work in partnership to help each student reach his/her potential. As partners we agree to the following:

As a student I will:

Believe that I can learn and will learn.
Do my best on all my assignments.
Read for at least 20 minutes, five days a week.
Come to class on time, ready to learn, and with assignments completed.
Set aside time every day to complete my homework.
Know and follow the school and class rules.
Follow the school's dress code.
Regularly talk to my parents and my teachers about my progress in school.
Respect my school, classmates, staff, and family.

_____
Student signature Date

As a parent/guardian or family member I will:

Talk to my child regularly about the value of education.
Monitor TV viewing and other activities that might not promote academic and personal growth
Make sure that my child reads every day.
Make sure that my child attends school every day, on time, and with homework completed.
Support the school's discipline, dress code, and regulations stated in the Student Handbook.
Monitor my child's progress in school.
Make every effort to attend school events, ask for and attend a parent-teacher conference, Open House and Back-to-School Night.
Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
Participate in shared decision making with school staff and other families for the benefit of students through the School Site Council, English Language Acquisition Committee, and/or the monthly Parent-Principal
meeting.
Respect the school, staff, students, and families.

_____
Family member signature Date

As a teacher I will:

Communicate high expectations for every student.
Endeavor to motivate my students to learn.
Teach and involve students in classes and curricula that are interesting, relevant, and challenging.
Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
Enforce rules equitably and involve students in creating a warm and caring learning environment in the class that promotes academic and personal growth
Communicate regularly with families about their child's progress in school.
Provide assistance to families on what they can do to support their child's learning and about services that are available to support high student achievement, e.g. tutoring
Participate in shared decision making with other school staff and families for the benefit of students.
Respect the school, staff, students, and families.

_____
Teacher signature Date

We make a commitment to work together to carry out this agreement.

Funding

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

The District will support a full time Reading Intervention teacher to support underperforming students at El Granada. Funds are also allocated to send underperforming students to an academic summer school that is hosted within the District. Teachers receive professional development to enhance and leverage best teaching practices in literacy and English language development. Parent outreach programs have been developed to encourage parental participation in our students' academic development. Supplementary materials and resources allow our literacy and English language development programs to meet the needs of our diverse community with innovative and creative practices. Funding sources from this program are the from Local Control Accountability Plan, general fund, site-based unrestricted funds, Title I and Title III funds.

Fiscal support (EPC)

The Cabrillo Unified School District provides fiscal support for our school site to meet the state required Nine Essential Program Components in supporting academic student achievement.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Because of COVID-19, all following meetings were held virtually to consult with our school community on the planning process for the annual review and update of the SPSA:

Back To School Night (August 17th) - Presentation to school community to review purpose of School Site Plan

Principal Parent Meeting (November 3rd, Dec. 10th, Jan. 14th, March 9th, April 6th, May 13, May 25th) - Reviewed Positive School Climate: Safe and Supported Schools, to determine and develop effective engagement events for the current 2021-22 school year. Determined how to support students returning to school community for a regular school day. Reviewed proposed revisions of plan and budget allocations.

Staff Meeting (Oct 19th, Nov. 16th, Jan. 11th, April 5th) - Reviewed site plan with social emotional learning supports for students. Staff discussed and proposed revisions of actions, activities and some budget allocations.

English Learner Advisory Committee (ELAC) (Oct. 13th, Jan. 12th, Feb. 9th, April27) Presentation of current work on School Site Plan. Guest presenter for parent education of schooling in the United States. The group discussed and proposed revisions of actions and activities.

Leadership Team Meeting (Jan. 6th, Jan. 25th, Feb 8th, April 26th) - Discussed areas of students' needs. Brainstormed actions to support students. Reviewed proposed revisions of actions, activities and budget allocations.

Regular review of progress towards goals is presented at staff meeting, ELAC meeting, Leadership Team meeting, Site Council meetings, Parent Teacher Organization meeting December - February of the current school year.

Beginning in March discussions regarding revision of activities, actions and budget for next school year begins among all school community groups.

Resource Inequities

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

Resource inequities are reflected in the data analysis and highlight needs to support structured literacy for students performing below standard, to increase English Language Development among English Learners via supplemental supports, to increase student engagement, to provide additional supports in addressing the social-emotional needs of referred students, and to improve school climate with regard to attendance and suspension. These areas are defined as areas of need within the CA Accountability Dashboard.

Tier II and Tier III intervention material resources - fully funding Phonic program with consumables (Wilson Fundations (Kinder-3rd Grade), Support services and intervention for reading and language arts and other content areas, such as Science, with complex academic vocabulary and technical vocabulary and language functions.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	78	72	63
Grade 1	73	63	54
Grade 2	54	65	59
Grade3	53	52	59
Grade 4	69	54	52
Grade 5	82	65	51
Total Enrollment	409	371	338

Conclusions based on this data:

1. While enrollment has declined in the last 2 years, our sub group percentages remains stable.
2. El Granada Enrollment appears to be leveling off. There is a narrower range of students between grade levels.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	142	131	105	34.7%	35.3%	31.1%
Fluent English Proficient (FEP)	39	39	37	9.5%	10.5%	10.9%
Reclassified Fluent English Proficient (RFEP)	25	11	9	14.6%	7.7%	6.9%

Conclusions based on this data:

1. The number of English Learners from the 2018 school year through the 2021 school year has decreased from 34.7% to 31.1% (3.6%). El Granada is showing continuing increases in the number of students being RFEP, Reclassified Fluent English Proficient from the 2018 school year through the 2021 school year which is resulting in a smaller percentage of English Learners overall.
2. Reclassification rate has decreased over 3 consecutive years from 14.6% to 6.9%. This was due to remote learning which impacted our second language learners more than the English only students.
3. The percentage of Fluent English proficient students has increased to 10.9%. This represents a continued upward trend over the last 3 years.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	67	54		66	54		66	54		98.5	100	
Grade 4	69	69		68	67		68	67		98.6	97.1	
Grade 5	57	76		56	74		56	74		98.2	97.4	
All Grades	193	199		190	195		190	195		98.4	98	

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2417.	2408.		19.70	14.81		24.24	22.22		27.27	27.78		28.79	35.19	
Grade 4	2463.	2467.		23.53	19.40		35.29	28.36		11.76	22.39		29.41	29.85	
Grade 5	2511.	2546.		21.43	43.24		33.93	24.32		21.43	16.22		23.21	16.22	
All Grades	N/A	N/A	N/A	21.58	27.18		31.05	25.13		20.00	21.54		27.37	26.15	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	24.24	18.52		46.97	46.30		28.79	35.19	
Grade 4	23.53	22.39		50.00	56.72		26.47	20.90	
Grade 5	26.79	47.30		42.86	29.73		30.36	22.97	
All Grades	24.74	30.77		46.84	43.59		28.42	25.64	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	18.46	11.11		41.54	48.15		40.00	40.74	
Grade 4	16.18	16.42		54.41	52.24		29.41	31.34	
Grade 5	33.93	44.59		41.07	41.89		25.00	13.51	
All Grades	22.22	25.64		46.03	47.18		31.75	27.18	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	18.18	16.67		62.12	62.96		19.70	20.37	
Grade 4	14.71	14.93		64.71	68.66		20.59	16.42	
Grade 5	12.50	39.19		67.86	47.30		19.64	13.51	
All Grades	15.26	24.62		64.74	58.97		20.00	16.41	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	18.46	20.37		58.46	48.15		23.08	31.48	
Grade 4	35.29	20.90		39.71	53.73		25.00	25.37	
Grade 5	30.36	45.95		53.57	39.19		16.07	14.86	
All Grades	28.04	30.26		50.26	46.67		21.69	23.08	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. 2022 CAASPP Data will be reviewed in the Fall of 2022

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	67	54		67	53		67	53		100	98.1	
Grade 4	69	69		68	66		68	66		98.6	95.7	
Grade 5	57	76		56	75		56	75		98.2	98.7	
All Grades	193	199		191	194		191	194		99	97.5	

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2434.	2398.		20.90	3.77		32.84	24.53		23.88	33.96		22.39	37.74	
Grade 4	2463.	2479.		16.18	21.21		20.59	25.76		38.24	34.85		25.00	18.18	
Grade 5	2481.	2527.		17.86	36.00		10.71	14.67		26.79	28.00		44.64	21.33	
All Grades	N/A	N/A	N/A	18.32	22.16		21.99	21.13		29.84	31.96		29.84	24.74	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	31.34	15.09		35.82	37.74		32.84	47.17	
Grade 4	25.00	25.76		32.35	39.39		42.65	34.85	
Grade 5	19.64	37.33		30.36	36.00		50.00	26.67	
All Grades	25.65	27.32		32.98	37.63		41.36	35.05	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	35.82	16.98		38.81	49.06		25.37	33.96	
Grade 4	19.12	28.79		50.00	48.48		30.88	22.73	
Grade 5	21.43	28.00		39.29	50.67		39.29	21.33	
All Grades	25.65	25.26		42.93	49.48		31.41	25.26	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	23.88	13.21		55.22	62.26		20.90	24.53	
Grade 4	22.06	24.24		44.12	51.52		33.82	24.24	
Grade 5	16.07	37.33		37.50	40.00		46.43	22.67	
All Grades	20.94	26.29		46.07	50.00		32.98	23.71	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. 2022 CAASPP Data will be reviewed in the Fall 2022

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1432.1	1448.5	*	1450.6	1466.7	*	1388.6	1405.9	*	43	20	10
1	1451.7	1442.2	1433.5	1474.8	1479.7	1471.8	1428.3	1404.2	1394.7	19	25	20
2	1480.8	1490.9	1452.6	1497.6	1503.3	1475.5	1463.5	1478.1	1429.5	23	15	17
3	1468.5	1478.2	1468.3	1465.7	1475.4	1492.9	1470.9	1480.5	1443.1	20	21	22
4	1479.3	1509.1	1479.4	1475.4	1515.4	1504.0	1482.6	1502.3	1454.5	26	21	14
5	1512.8	1524.5	1533.5	1503.1	1527.7	1541.8	1522.0	1520.9	1524.7	18	22	23
All Grades										149	124	106

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	37.21	20.00	*	34.88	55.00	*	*	20.00	*	*	5.00	*	43	20	*
1	*	4.00	25.00	*	36.00	5.00	*	44.00	40.00	*	16.00	30.00	19	25	20
2	*	13.33	5.88	56.52	66.67	41.18	*	6.67	35.29		13.33	17.65	23	15	17
3		0.00	4.55	*	47.62	36.36	*	33.33	40.91	*	19.05	18.18	20	21	22
4	*	14.29	14.29	42.31	42.86	57.14	*	33.33	7.14	*	9.52	21.43	26	21	14
5	*	22.73	13.04	*	50.00	56.52	*	22.73	26.09	*	4.55	4.35	18	22	23
All Grades	24.16	12.10	14.15	40.27	48.39	36.79	21.48	28.23	30.19	14.09	11.29	18.87	149	124	106

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	51.16	35.00	*	34.88	40.00	*	*	20.00	*	*	5.00	*	43	20	*
1	63.16	28.00	50.00	*	44.00	30.00	*	24.00	5.00	*	4.00	15.00	19	25	20
2	78.26	60.00	23.53	*	26.67	52.94		6.67	17.65		6.67	5.88	23	15	17
3	*	14.29	40.91	*	42.86	36.36	*	28.57	13.64	*	14.29	9.09	20	21	22
4	*	47.62	50.00	*	38.10	28.57	*	4.76	14.29	*	9.52	7.14	26	21	14
5	*	59.09	47.83	*	31.82	47.83	*	4.55	0.00	*	4.55	4.35	18	22	23
All Grades	44.30	39.52	41.51	34.90	37.90	37.74	11.41	15.32	10.38	9.40	7.26	10.38	149	124	106

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	10.00	*	*	30.00	*	55.81	40.00	*	*	20.00	*	43	20	*
1	*	0.00	15.00	*	12.00	10.00	*	40.00	25.00	*	48.00	50.00	19	25	20
2	*	13.33	0.00	*	33.33	35.29	*	33.33	23.53	*	20.00	41.18	23	15	17
3		0.00	0.00	*	9.52	9.09	*	61.90	40.91	*	28.57	50.00	20	21	22
4		4.76	0.00	*	42.86	28.57	*	19.05	42.86	46.15	33.33	28.57	26	21	14
5	*	0.00	8.70	61.11	18.18	13.04	*	63.64	60.87	*	18.18	17.39	18	22	23
All Grades	9.40	4.03	6.60	24.83	23.39	17.92	34.90	43.55	37.74	30.87	29.03	37.74	149	124	106

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	67.44	25.00	*	27.91	75.00	*	*	0.00	*	43	20	*
1	73.68	52.00	55.00	*	44.00	30.00	*	4.00	15.00	19	25	20
2	60.87	33.33	11.76	*	60.00	82.35		6.67	5.88	23	15	17
3	*	0.00	27.27	*	66.67	50.00	*	33.33	22.73	20	21	22
4	*	33.33	28.57	42.31	57.14	57.14	*	9.52	14.29	26	21	14
5	*	0.00	13.04	83.33	95.45	78.26		4.55	8.70	18	22	23
All Grades	46.31	24.19	26.42	40.94	66.13	59.43	12.75	9.68	14.15	149	124	106

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	41.86	50.00	*	51.16	40.00	*	*	10.00	*	43	20	*
1	57.89	20.00	40.00	*	80.00	45.00	*	0.00	15.00	19	25	20
2	91.30	60.00	41.18	*	33.33	52.94		6.67	5.88	23	15	17
3	*	33.33	54.55	60.00	61.90	36.36	*	4.76	9.09	20	21	22
4	61.54	76.19	71.43	*	14.29	21.43	*	9.52	7.14	26	21	14
5	*	86.36	95.65	*	9.09	0.00	*	4.55	4.35	18	22	23
All Grades	52.35	53.23	60.00	36.91	41.13	28.57	10.74	5.65	11.43	149	124	105

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	5.00	*	72.09	85.00	*	*	10.00	*	43	20	*
1	*	8.00	20.00	*	32.00	15.00	*	60.00	65.00	19	25	20
2	*	13.33	5.88	*	66.67	58.82	*	20.00	35.29	23	15	17
3		0.00	0.00	*	47.62	36.36	60.00	52.38	63.64	20	21	22
4		4.76	0.00	53.85	61.90	64.29	46.15	33.33	35.71	26	21	14
5	*	4.55	17.39	61.11	72.73	69.57	*	22.73	13.04	18	22	23
All Grades	12.08	5.65	9.43	53.69	59.68	50.00	34.23	34.68	40.57	149	124	106

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	34.88	45.00	*	39.53	35.00	*	25.58	20.00	*	43	20	*
1	*	0.00	10.00	78.95	76.00	45.00	*	24.00	45.00	19	25	20
2	*	6.67	5.88	82.61	80.00	41.18	*	13.33	52.94	23	15	17
3	*	9.52	0.00	55.00	80.95	72.73	*	9.52	27.27	20	21	22
4	*	19.05	7.14	65.38	47.62	71.43	*	33.33	21.43	26	21	14
5	*	13.64	0.00	*	72.73	73.91	*	13.64	26.09	18	22	23
All Grades	20.81	15.32	5.66	58.39	65.32	59.43	20.81	19.35	34.91	149	124	106

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. 50.94% of students taking the ELPAC scored a 3 (moderately developed) or 4 (well developed) overall for English Language Proficiency
2. In the listening domain 85.85% of students scored in the moderately developed or well developed level for English Language Proficiency.
3. In the speaking domain 88.57% of students scored in the moderately developed or well developed level for English Language Proficiency.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
338	**50.3**	**31.1**	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	105	31.1
Foster Youth		
Homeless	4	1.2
Socioeconomically Disadvantaged	170	50.3
Students with Disabilities	53	15.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American		
American Indian or Alaska Native		
Asian	1	0.3
Filipino	1	0.3
Hispanic	211	62.4
Two or More Races	14	4.1
Native Hawaiian or Pacific Islander	1	0.3
White	110	32.5

Conclusions based on this data:

1. Student sub groups are primarily English Learners (31.1%) and Socioeconomically Disadvantaged Students (50.3%)

2. Enrollment by race also is primarily Hispanic (62.4%) and White (32.5%)

3. Students with Disabilities is at 15.7%. El Granada is the home for our District's intensive special education program for elementary students serving students in Pre-Kinder - 5th grade.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Green	**Suspension Rate** Blue
Mathematics Green		

Conclusions based on this data:

1. Dashboard Data will be reviewed in the Fall 2022 for current status.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	3	0	1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Yellow	No Performance Color
10 points above standard	29.4 points below standard	0 Students
Increased ++12.1 points	Increased ++4.7 points	
196	92	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	22.8 points below standard	77.8 points below standard
2	Increased ++10.8 points	Declined -11.1 points
	98	29

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
1		4	1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Blue
23.7 points below standard	84.9 points above standard	0 Students	45.6 points above standard
Increased ++10.3 points	12		Increased ++5.5 points
113			65

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
62.5 points below standard	46.3 points above standard	43.1 points above standard
Increased ++10.4 points	Increased Significantly ++15 points	Increased Significantly ++16.9 points
64	28	102

Conclusions based on this data:

1. English learners and socioeconomically disadvantaged categories made gains in English Language Arts from 2017 school year to 2018 school year representing 2 years consecutive increases.
2. Current English Learner, Reclassified English Learner and English Only students all made double digit increases on the California Dashboard for English Language Arts data.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Highest Performance

Red | Orange | Yellow | Green | Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	2	1	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Orange	
11.5 points below standard	50.8 points below standard	
Increased ++7.9 points	Maintained ++1.6 points	
196	93	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	41.3 points below standard	91.8 points below standard
2	Increased ++6.8 points	Declined Significantly -15.2 points
	98	30

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 42.8 points below standard Increased ++5.4 points 114	 No Performance Color 42.7 points above standard 11		 Green 25 points above standard Increased ++4.6 points 65

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
77.4 points below standard Maintained -0.6 points 65	11.1 points above standard Increased Significantly 28	23.1 points above standard Increased ++12.6 points 101

Conclusions based on this data:

1. Reclassified English Learners made a 22.1 increase in Fall Dashboard Mathematic data comparisons versus 12.6 point gain for English only students.
2. English Learner and socially disadvantaged students showed increases in Math performance while students with disabilities showed a decrease in math performance

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Color
44.6 making progress towards English language proficiency
Number of EL Students: 101
Performance Level: Low

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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
26.7	28.7	0.9	43.5

Conclusions based on this data:

1. Will maintain suspension rate through use of PBIS and other SEL supports (2nd Step SEL curriculum etc.)
2. We have maintained rate of English learner progress in language acquisition.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. Not applicable to Elementary School

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	2	1	2	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Orange	No Performance Color
7.4	10	Less than 11 Students - Data Not Displayed for Privacy
Declined -0.7	Increased +0.5	1
418	150	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Green
Less than 11 Students - Data Not Displayed for Privacy	10	9.1
4	Maintained -0.3	Declined -3.4
	200	66

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
1	0	4	1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Orange
7.9	5.3	Less than 11 Students - Data Not Displayed for Privacy	7.2
Declined -0.9	Declined -16.2	2	Increased +1.1
239	19		152

Conclusions based on this data:

1. Chronic Absenteeism has declined across Hispanic, English Learner and Students with Disabilities. Only the White subgroup increased 1.1.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1. Not applicable to elementary school.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	5

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Blue	No Performance Color
0	0	Less than 11 Students - Data Not
Declined -0.9	Declined -0.5	1
428	154	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	Blue
Less than 11 Students - Data Not	0	0
4	Declined Significantly -1.3	Declined -6
	201	66

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color		 No Performance Color	 No Performance Color
Less than 11 Students - Data 1		Less than 11 Students - Data 5	Less than 11 Students - Data 2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Blue	 No Performance Color	 No Performance Color	 Blue
0	0	Less than 11 Students - Data 2	0
Declined -0.8	Declined -7.1		Declined -0.7
243	21		154

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.9	0

Conclusions based on this data:

1. To maintain a low suspension rate we have developed and implemented a PBIS Framework, alternatives to suspension, utilize 2nd Step Curriculum, and work closely with community resources in suspension prevention efforts. These efforts contribute to a low suspension rate.
2. Rates of suspension are low across all sub groups.
3. Suspension rate for Hispanic and White students declined in the 2018 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academic Achievement: Literacy and Reclassification

LEA/LCAP Goal

All students shall have the necessary academic skills so they are college and career ready. There shall be a particular focus on literacy and reclassification of the district English Language Learner students and ensure maintainance of high-quality staff, define a district-wide implementation of academic content and performance standards, provide opportunities for all students to access courses, and support the social-emotional needs of our students and families.

Goal 1

Certificated staff will implement balanced literacy practices daily to increase the number of students in each grade level meeting or exceeding grade level reading benchmarks by 2% as measured by CAASPP and district reading benchmark assessment.

Identified Need

English Learner Students, Socially Disadvantaged Students and Students with Disabilities require support to move from below grade level standards to at or above grade level standards in Reading/Writing.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District assessment performance band movement in reading K-5	In1st grade through 5th grade 38.11% of students are reading below grade level and 14% of students are approaching benchmark as measured by the Fall Fountas and Pinnell reading assessment.	Increase of 2% in each grade the number of students approaching or below benchmark to at or above benchmark.
ELPAC Assessment	The measurable outcome was developed based on previous ELPAC data. The language band movement goal is based on ELPAC results.	Language band movement for 10% of English Language Learners.
District assessment performance band movement in reading 1st-5th	In 1st grade through 5th grade 14% of students are approaching grade level reading benchmark as measured by the Fall Fountas and Pinnell reading assessment.	Increase of 2% in 1st through 5th grade the number of students moving from below benchmark to approaching benchmark (this captures students making more than a years worth of reading progress, though not yet at benchmark)

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Professional Development to maintain strong professional practices associated with the Common Core State Standards. Professional Learning Plans are developed annually to maintain and extend professional practice and collaboration at our site. Professional texts allow teacher practice to remain current with evidence based practices, techniques and strategies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2500	Title I 4000-4999: Books And Supplies Purchase of professional texts related to Reading, Writing, Math and English Language Development (ELD) to expand techniques and strategies related to Common Core literacy and ELD.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide literacy materials to students to supplement our comprehensive balanced literacy program that emphasizes the four domains of English Language Development (listening, speaking, reading and writing) and will provide depth and breadth in English Language Arts content.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3426	Title I 4000-4999: Books And Supplies Purchase of the various materials to supplement our Balanced Literacy Program. The main

	content areas are Reading, Writing and Word Study

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

Staff Professional Development on IEP Process and Components as Related to IDEA

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	Other 5800: Professional/Consulting Services And Operating Expenditures SMCOE SELPA Consultant

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teacher's will receive release time to supplement standardized district assessments time. The supplementary time will allow for these assessments to be administered one on one and in small groups with focused administration on the part of the teacher.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3900	Other 1000-1999: Certificated Personnel Salaries Literacy and Math assessments are used for benchmark, intervention and curriculum planning. Supplementay release time for teachers to collect and analyze data maximizes instructional time by reducing class time used to administer the assessments.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students in 3rd, 4th and 5th Grade

Strategy/Activity

Supplemental curricular materials for engaging parents at home. Extending literacy skills in other content areas specifically Social Studies and providing students with materials for home use to develop competency in non-fiction reading skills.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	Title I 4000-4999: Books And Supplies The use of take-home print materials such as "Time for Kids" extends literacy concepts in non-fiction reading and provides an opportunity for students to support those skills in school and at home.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Family Literacy and Math Nights provide opportunity to engage parents in activities that can be utilized in the home to promote literacy in Math, Reading and English language development.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	Title I 4000-4999: Books And Supplies Parent evenings, for members of our English Learner Advisory Council, to engage in meaningful activities in Reading and Math. These events strive to provide parents opportunities to reproduce activities in their own home and the allocation may cover associated costs.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Individualized Professional Learning in the area of English Language Arts and English Language Development. Teachers may attend professional learning based on individual need and interest that will support school and district academic goals. Each teacher may participate in a conference/seminar/workshop this school year.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5100	Other 5800: Professional/Consulting Services And Operating Expenditures Release time for teachers and cost of the seminar, conference or workshop. One conference per year.

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Use of local data to develop strategies and implement supports for students has demonstrated success in increasing academic achievement across all subgroups. Providing opportunities for targeted professional learning increases professional engagement with ongoing program improvement and program innovation.

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

There were no major differences in intended implementation of budgeted expenditures. Focus was on supporting students and staff as they returned to regular school days. Teachers and staff collaborated weekly on strategies to support SEL and PBIS in their classrooms.

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

Goal will continue in the 2022-2023 school year as District assessments and CAASPP results resume for monitoring student academic performance.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

College and Career Readiness

LEA/LCAP Goal

Increase the percentage of students who are engaged in curriculum that prepares them to be college or career ready.

Goal 2

To implement professional practice in the teaching of Mathematics and Science to include a student-centered pedagogy that includes student inquiry, research practices and project-based learning to decrease the percentage of students scoring standard not met on the CAASPP by 5% and increase the number of students scoring standard met or exceeded on the CAASPP by 5%.

Identified Need

Based on CAASPP data English Learners, Socially Economically Disadvantaged Youth and Students with Disabilities show need in academic vocabulary development, conceptual understanding and procedural skills.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Scores in Mathematics grades 3 - 5	Currently 54.5% of all 3rd, 4th and 5th grade students are scoring standard nearly met and standard not met.	Decrease the number of students scoring not met on the CAASPP by 5% with a corresponding increase in the student scoring standard met or exceeded.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Professional Development to maintain strong professional practices associated with the Common Core State Standards. Professional Learning Plans are developed annually to maintain and extend professional practice and collaboration at our site. Professional texts allow teacher practice to remain current with evidence based practices, techniques and strategies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	Other 4000-4999: Books And Supplies Purchase of professional texts related to Reading, Writing, Math and English Language Development (ELD) to expand techniques and strategies related to Common Core literacy and ELD. (See Goal 1 for spending under Title I)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students Transitional Kindergarten - Fifth Grade

Strategy/Activity

Supplemental technology subscriptions are used as an intervention for students in literacy and math. Teachers can monitor progress and use data to determine learning needs and supports. Technology subscriptions are web-based and can be accessed at home and are a means to engaging parents at home with students' learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3500	Title I 4000-4999: Books And Supplies Purchase of subscriptions for digital platforms in Math and Science as an intervention to develop academic vocabulary and communication (speaking and writing).

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

This would be 1st year implementation of digital Math and Science platforms to monitor student progress in core skills in Math and Science.

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

There are no major differences between intended implementation and the budgeted expenditures.

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

The regular use of digital platforms will assist with assessment in Math and Science regardless of the environment (in school or remote learning) which will help maintain progress towards grade level standards.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Communication Plan to Support Parent Involvement

LEA/LCAP Goal

Implement a stakeholder communication plan to support parental involvement.

Goal 3

Develop a multifaceted communication and family engagement plan to increase parent involvement, student achievement and well-being through chaperoning, volunteering, school decision-making and advocacy, leadership roles and collaboration within the school community.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Qualitative data on parent participation in field trips, our parent organizations and in school events.	Currently parent participation is adequate with all events classified as "well-attended."	Maintain attendance at parent events and maintain parent participation in field trips.
Qualitative data on parent attendance to Family Learning Evenings	Implementation of sign-in sheets at events	Increase attendance at Family Learning Evenings
Survey Data on effectiveness of Family Learning Evening	Implementation of short survey to determine effectiveness of family event	Provide effective tools to increase family involvement in academic content.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

School to home communication across a variety of communication channels and formats regarding school safety and literacy.

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

Amount(s)	Source(s)
	Increasing the frequency and formats with which we communicate with families to include monthly Principal letters, bulletins, regular website updates, multi-media communication through web-based video channels, social media and monthly parent/school community events focused on safety, student well-being, literacy and partnering with school-based parent groups to communicate important school-wide initiatives.

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Family Engagement Events developed to increase family home to school connection.

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

Amount(s)	Source(s)
1000	Other 4000-4999: Books And Supplies Plan and implement family engagement nights connected to our language learner students and their families to improve home to school connection.

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Additional support to students whose families native language is Spanish and require additional interpretation services to access information about their student's academic progress

Strategy/Activity

Supplemental interpretation services for parent teacher conferences on reclassification and issues and support regarding designated and integrated ELD.

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

Amount(s)	Source(s)
500	Title I 2000-2999: Classified Personnel Salaries Supplemental interpretation services for district interpreters for families who need supplemental support.

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Timely and consistent communication to subgroups regarding student expectations and tools for supporting students at home increase engagement in home and school.

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

There are no major differences between intended implementation and the budgeted expenditures.

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

Use of survey provided by Panorama to collect parent engagement data.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Positive School Climate: Safe and Supported Schools

LEA/LCAP Goal

Create a positive school climate where students feel safe and supported.

Goal 4

Create a positive school climate where students feel safe and secure through the implementation of positive behavior intervention supports and other supports that promote emotional well-being to increase student social and academic performance.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Office Referral Data	In the 2017-18 school year El Granada had 180 office directed referrals. 3% (14) of students accounted for 65% of office referrals.	Decrease the number and severity of office directed referrals by 10%
Suspension Data	.7% previous year	Statistically insignificant increase to 1.4%. 7 students versus 4 students. Expected outcome is to maintain low suspension rates.
Referrals for Counseling Support	Approximately 50 students received school-based non-Special Education referred therapeutic services during the school year. Services were provided individually or in small groups.	Maintain level of service for non-Special Education referred students.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Implement a Parent Engagement Initiative at El Granada School to increase parent engagement at home and at school.

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

Amount(s)	Source(s)
	Parent outreach efforts will include materials, resources and training to assist parents in engaging more fully in school events and to engage with children in ways that increase a student's self-determination and academic progress supplementing the services already provided with general funds. (See Goal 3 for proposed expenditure Title I)

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students at risk

Strategy/Activity

Positive Behavior Intervention and Supports (PBIS) and School Link Services supplementary materials and resources for teachers and staff for PBIS framework to enhance student learning of PBIS structures. The supplementary materials and resources will also support School Link Services emotional well-being program related to the needs of students at risk.

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

Amount(s)	Source(s)
1000	Title I 4000-4999: Books And Supplies Supplementary support of PBIS framework to improve school climate and student academic outcomes including implementation of data review process for referral and other behavior related data. Additionally, the use of supplementary therapeutic supports to increase student social and emotional well-being to

	increase academic outcomes for students at risk. Additional resouces to supor the Initial development of PBIS framework to address in-class problem behaviors.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Implementation of curriculum related to social and emotional learning to improve school climate in Transitional Kindergarten through 5th grade. The curriculum implemented is Second Step SEL, Social Emotional Learning Curriculum and Changing Perspectives (a program to develop empathy through disability awareness).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Teachers in Transitional Kindergarten through fifth grade will implement Second Step curriculum as a component of our Positive Behavior Intervention and Support program. Primary teachers will engage in an exploratory year with the Changing Perspectives curriculum. At this time, no funds are required to implement these programs.

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Our PBIS Tier I data is very positive. Supplementary funding to address key components of PBIS program and the development of effective Tier II strategies.

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

There are no major differences between the intended implementation and the budgeted expenditures

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

There are no changes to this goal and the metrics.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$24,426.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I	$11,926.00

Subtotal of additional federal funds included for this school: $11,926.00

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

State or Local Programs	Allocation ($)
Other	$12,500.00

Subtotal of state or local funds included for this school: $12,500.00

Total of federal, state, and/or local funds for this school: $24,426.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	14500	2,574.00
Title III	10500	10,500.00

Expenditures by Funding Source

Funding Source	Amount
Other	12,500.00
Title I	11,926.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	3,900.00
2000-2999: Classified Personnel Salaries	500.00
4000-4999: Books And Supplies	12,926.00
5800: Professional/Consulting Services And Operating Expenditures	7,100.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Other	3,900.00
4000-4999: Books And Supplies	Other	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	Other	7,100.00
2000-2999: Classified Personnel Salaries	Title I	500.00
4000-4999: Books And Supplies	Title I	11,426.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	17,926.00
Goal 2	4,000.00
Goal 3	1,500.00
Goal 4	1,000.00

School Site Council Membership

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

1 School Principal

2 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Claire Beltrami	Principal
Nicole Robinson	Classroom Teacher
Avis Calhoun	Classroom Teacher
Nancy Arevalos	Other School Staff Parent or Community Member
Rosa Ruiz	Parent or Community Member
Victoria Lacerda	Parent or Community Member
Laura Butterfloss	Parent or Community Member
Breanna Lafontaine	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: El Granada Elementary School Leadership Team

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

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

This SPSA was adopted by the SSC at a public meeting on May 25, 2022.

Attested:

	Principal, Ms. Claire Beltrami on May 24, 2022
	SSC Chairperson, Breanna Lafontaine on May 25, 2022

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Farallone View Elementary School	41688906043632	5/27/2022	TBD

Purpose and Description

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

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

The purpose of this plan is to identify the academic needs of students, establish goals to address those needs, and outline a plan as to how our school site will spend specific funds in support of those goals.

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

School site and district staff will work together to ensure that we meet ESSA (Every Student Succeeds Act) requirements by providing sufficient support for all students' academic achievement and progress towards proficiency in the state's academic standards and California Dashboard Indicators. Our school goals, as outlined in this plan, will guide the entire educational program of our school and are aligned with the goals of the LCAP regarding student outcomes as well as student and parent engagement.

Table of Contents

SPSA Title Page 1
Purpose and Description....1
Table of Contents....2
Comprehensive Needs Assessment Components 4
Data Analysis 4
Surveys 4
Classroom Observations....4
Analysis of Current Instructional Program....5
Stakeholder Involvement 9
Resource Inequities 10
School and Student Performance Data 11
Student Enrollment....11
CAASPP Results....13
ELPAC Results 18
Student Population....23
Overall Performance 25
Academic Performance....26
Academic Engagement 39
Conditions & Climate....42
Goals, Strategies, & Proposed Expenditures....44
Goal 1....44
Goal 2....48
Goal 3....53
Goal 4....56
Budget Summary 60
Budget Summary 60
Other Federal, State, and Local Funds 60
Budgeted Funds and Expenditures in this Plan 61
Funds Budgeted to the School by Funding Source....61
Expenditures by Funding Source 61
Expenditures by Budget Reference 61
Expenditures by Budget Reference and Funding Source 61
Expenditures by Goal....62
School Site Council Membership 63
Recommendations and Assurances 64
Instructions....65

Instructions: Linked Table of Contents 65
Purpose and Description 66
Stakeholder Involvement 66
Resource Inequities 66
Goals, Strategies, Expenditures, & Annual Review 67
Annual Review 68
Budget Summary 69
Appendix A: Plan Requirements 71
Appendix B: 74
Appendix C: Select State and Federal Programs 76

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

This Spring (2022), teachers participated in a district-wide survey to gauge usage of various online applications. The feedback within this survey will guide our decision-making at the district and site levels with regard to which online applications we would like to renew next school year (2022-2023).

This Spring (2022), information and feedback was collected from our School Site Council (a site-based parent and staff group). These suggestions are included here as they also have shaped the development of our site plan. Some of the recommendations are more applicable to the district-wide LCAP as they require considerably more funding than our site funds allow.

STAFF AND PARENT RECOMMENDATIONS:

Our SPSA goals should be aligned with the three main themes found within our new Local Control and Accountability Plan (LCAP): Student Achievement, Equity, and Engagement.

Specific ideas and suggestions regarding increasing STUDENT ACHIEVEMENT include the following:

- Smaller class sizes and teacher aides/paraprofessionals in Kindergarten
- Build in planning time with the aide/paraprofessional
- Smaller class sizes across the board
- Assess students who are low-performing as soon as possible
- Gather more data to determine who needs assistance and support

Specific ideas and suggestions regarding increasing EQUITY include the following:

- Continue reading intervention
- More data analysis
- More interventions and services offered sooner to those in need
- Common assessments district-wide

Specific ideas and suggestions regarding increasing ENGAGEMENT include the following:

- More parent volunteers and more frequent visits

Classroom Observations

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

Formal observations take place according to the Cabrillo Unified Teacher Association contract. Informal observations occur at various points throughout the school year. This year, there will be a particular focus on engagement as well as addressing the needs of the English Learners and students with special needs in order to support equitable access to academic content.

This year, one key instructional focus in grades K-3 will continue to be on developing foundational literacy skills via Wilson Fundations curriculum. Another key instructional focus will be on integrated English Language Development (ELD) and deepening our implementation of the Common Core Strategies across curricular areas across all elementary grade levels.

During the 2021-2022 school year, all teachers engaged in professional development centered on environmental and outdoor education as a means of further engaging our student population in their education as well as with their own physical environment. Teachers also participated in professional development focused on strategies to engage and support students with specific learning needs. We will continue our professional development in these areas throughout the coming school year and in years to come.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

All English Learners are tested using the English Language Proficiency Assessments for California (ELPAC). The information gathered from the ELPAC as well as teacher observations and local assessments is used by teachers to provide appropriate language supports to ensure that our English Learners are able to access the curriculum. This year, we plan to continue our usage of Lexia Core 5 to provide additional support and targeted assessments.

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

The Brigance test will be administered to all Kindergarten students once again within the first month of the 2022-2023 school year. This allows teachers to immediately determine the areas in which students need additional support to promote growth and progress at their individual academic level. Primary teachers also use classroom assessments that measure concepts about print, phonemic awareness and high-frequency words.

All students are given reading assessments based on the Fountas and Pinnell independent and/or guided reading levels. Some upper grade teachers use Literably for this assessment. The assessment data is used by teachers to create flexible reading groups and to match students with books that are within their zone of proximal development. At the site level, these assessments are used to identify target students who will then work with the intervention teacher in reading. Any progress or lack of progress is monitored to determine eligibility to tiered support within our Multi-Tiered Systems of Support (MTSS).

Our school provides small group reading intervention and offers summer school for students who are reading below grade level. Additionally, we hope to reinstitute our after-school Art and Science Enrichment Clubs for "at-promise" students.

The Teachers College Writing Units of Study are used as a foundation for Reading and Writing Workshop curriculum. The units of study also include writing rubrics for on-demand assessments.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All Farallone View teachers meet the requirements for highly qualified staff.

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

All Farallone View teachers are appropriately credentialed. The majority of them are veteran teachers with more than ten years of experience. Last year, teachers participated in seven sessions of professional development according to the plan which was approved by the school board. The professional development focus that school year involved environmental education, outdoor education, and strategies to engage and support students with specific learning needs. We will continue to focus on environmental education and outdoor education during the coming school year (2022-2023) while adding the topic of Social Studies, as well.

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

Our environmental and outdoor education staff development during the 2021-2022 school year involved developing and weaving environmental themes (by grade level) into ELA and Math units/instruction which are based on Common Core State Standards. Our staff development centered on strategies to engage and support students with specific learning needs involved teacher modeling of said strategies which could be applied to any subject/lesson to better support these specific students and many others.

Our district-wide professional development for the 2021-2022 school year focused on providing equitable access to curriculum for all students, especially our English Learners and at-promise students. This focus will continue in the upcoming 2022-2023 school year.

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

Teachers at Farallone View receive a variety of instructional assistance and support funded from different sources including district, site, and Parent Teacher Organization funds. These supports include targeted professional development, a paraprofessional for the Resource Specialist Program, and a teacher's aide for the Kindergarten class. In addition, our District Literacy Support Specialist/Reading Intervention Teacher worked closely with K-3 teachers this year to provide quality Tier I and Tier II interventions for students.

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

Teachers collaborate in grade-level teams on a regular basis. In addition, there is structured time for teachers to collaborate across grade levels or within grade level bands as well as, at times, across elementary schools in the district.

Teaching and Learning

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

Currently, the school is deepening the implementation of the Common Core Standards (CCSS) for English Language Arts and Mathematics. For several years, the district has utilized a Common Core Standards-based report card. We continue to adapt our current curriculum and instructional materials to ensure that they are in alignment with the CCSS. We continue to offer one-to-one devices (Chromebooks in grades K-1 and tablets in grades 2-5) to provide additional academic support and enrichment.

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

Classrooms have a minimum of 150 minutes of English Language Arts and 60 minutes of Math daily.

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

The teachers work together with the administrative designee, the principal, and specialists to develop flexible schedules.

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

For Mathematics instruction, teachers use Bridges curriculum as a foundation for instruction. For English Language Arts, our school utilizes Lucy Calkins' Units of Study for Reading and Writing Workshop. Teachers delivered structured literacy instruction to all students in grades K-3 via Wilson Fundations curriculum.

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

The Reading Intervention Teacher uses Wilson Fundations curriculum as well as Fountas & Pinnell intervention kits with students who have been selected to receive targeted support.

Opportunity and Equal Educational Access

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

Students who are recognized as underperforming receive Tier 1 Response to Intervention (RTI) strategies, including reading books within the students' zone of proximal development (ZPD), small targeted reading groups, scaffolding, extended review, integrated English Language Development support, and more. We hope to reinstitute our after-school Enrichment Clubs for at-promise students in Grades 2-5 next year as well as extend this opportunity to select students in Grade 1. Students who continue to struggle may be referred to the Student Study Team (SST) process and may get additional Tier 2 RTI resources including mental health services, reading intervention in targeted small groups, and/or consultation with the School Psychologist and/or Resource Specialist Teacher. If Tier 2 RTI resources do not result in adequate progress, students may be assessed by the School Psychologist, Resource Specialist, Speech Therapist, Occupational Therapist, or other specialists to determine eligibility for an Individual Education Plan (IEP) or a 504 Plan. IEPs and 504 Plans are implemented accordingly.

In addition, the school is in the process of refining a similar pyramid of services through the Positive Behavioral Interventions and Supports (PBIS) model to improve positive behavior across the school. Any students with an identified need will receive Tier II support. Designated staff will provide support on reviewing their daily goals and providing positive recognition of their achievements. Students at this stage will receive additional services at the beginning of the day (check in) to make sure that they have an opportunity to convey any potential concerns as well as to remind them of and focus on their goals for the day. Before dismissal, the same staff member will spend time with the student to discuss challenges or successes during that day (check out).

Evidence-based educational practices to raise student achievement

The foundation for our literacy program is Reading and Writing Workshop across all grade levels, with several teachers who've received training and resources from the Teachers College Reading and Writing Project at Columbia University. In addition to utilizing Reading and Writing Workshop, our Kindergarten through 3rd Grade teachers utilized Wilson Fundations curriculum for focused, targeted literacy skill-building. In Math, most of our teachers have been trained in Common Core strategies for math through the Silicon Valley Math Initiative (SVMI). Math instruction is rooted in Bridges Math curriculum which offers students the opportunity to use manipulatives when solving Math problems as well as multiple means of arriving at the same answer.

Parental Engagement

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

Farallone View has a long history of partnership with a variety of community organizations to assist under-achieving students including: the San Mateo County Sheriff's Activities League which provides a lunch-time club for upper grade students, School-Linked Services (SLS) which provides counseling and social-emotional support for students, Behavioral Health and Recovery Services (BHRS), and Ayudando Latinos a Soñar (ALAS).

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

Parents and other stakeholders have various opportunities to plan, implement, and evaluate programs through participation in groups including: the Friends of Farallone Parent Teacher Organization (FOFPTO), the District English-Language Learner Advisory Committee (DELAC), School Site Council, Site Leadership Team, as well as site-wide and district-wide collaboration meetings.

Funding

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

Categorically-funded services previously included the Intervention supports funded through Title I, primarily. This included professional development and curriculum to target both English Learners and students performing below grade level. Our site is no longer considered a Title I school, however, due to our student demographics. Through district-wide professional development opportunities, Farallone View staff received training to support our at-promise and underperforming students.

Fiscal support (EPC)

Farallone View reviews LCFF Base funding (RU) to provide above and beyond support to all of our students and to our designated subgroups of students. This year, our district has secured additional funding through the Educator Effectiveness Grant which will be used to provide additional quality professional development opportunities for our teachers.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Our Single Plan for Student Achievement (SPSA) involves a constant process of inquiry, revision, and collaboration among district-wide stakeholders. Some of our stakeholder groups are the District English Learner Advisory Committee (DELAC), our Parent Teacher Organization (PTO), and the School Site Council (SSC) which is made up of parents, certificated and classified staff, and the school principal.

Resource Inequities

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

Resource inequities are reflected in the data analysis and highlight needs to support structured literacy for students performing below standard, to increase English Language Development among English Learners via supplemental supports, to increase student engagement, to provide additional supports in addressing the social-emotional needs of referred students, and to improve school climate with regard to attendance and suspension. These areas are defined as areas of need within the CA Accountability Dashboard.Resource inequities are reflected in the data analysis and highlight needs to support structured literacy for students performing below standard, to increase English Language Development among English Learners via supplemental supports, to increase student engagement, to provide additional supports in addressing the social-emotional needs of referred students, and to improve school climate with regard to attendance and suspension. These areas are defined as areas of need within the CA Accountability Dashboard.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	63	48	33
Grade 1	54	51	25
Grade 2	49	51	42
Grade3	48	48	28
Grade 4	44	47	40
Grade 5	48	43	32
Total Enrollment	306	288	200

Conclusions based on this data:

1. Our enrollment has slowly declined. We attribute this decrease in student population to factors like increased cost of living, limited affordable housing, and families moving to other areas where salaries are more competitive. A local demographer's report presented to the school board corroborates this pattern of declining enrollment.
2. Due to budget cuts in the 2019-2020 school year as well as feedback from parent surveys within the Moonridge community, Cabrillo Unified School District no longer provides busing to students living in the Moonridge community. This had a significant and direct impact on our student enrollment for the 2020-2021 school year so that our enrollment was closer to 200 students.
3. The sudden shift to remote learning in March 2020 also led some families to seek in-person educational opportunities elsewhere for the 2020-2021 school year. Our enrollment for the 2021-2022 school year was about 170 students (data not listed above). Our projected enrollment for 2022-2023 is comparable to that of the 2021-2022 school year.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	95	70	16	31.0%	24.3%	8.0%
Fluent English Proficient (FEP)	10	19	11	3.3%	6.6%	5.5%
Reclassified Fluent English Proficient (RFEP)	2	23	5	2.0%	24.2%	7.1%

Conclusions based on this data:

1. The enrollment of our English Learners had been stable for the 2018-2019 and 2019-2020 school years. However, our number of English Learner students decreased at the start of the 2020-2021 school year given the fact that Cabrillo Unified School District discontinued busing for students as of Fall 2020 based on budget concerns at the time as well as parent input. This significantly impacted the enrollment of English Learners at our school site.
2. Our Fluent English Proficient students percentage decreased slightly by 1.1 percentage points from the 2019-2020 school year to the 2020-2021 school year.
3. The change in enrollment between the 2019-2020 and 2020-2021 school years resulted in a smaller number of students eligible for reclassification.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	47	49	N/A	43	47	N/A	43	47	N/A	91.5	95.9	N/A
Grade 4	47	43	N/A	46	41	N/A	46	41	N/A	97.9	95.3	N/A
Grade 5	54	50	N/A	53	49	N/A	53	49	N/A	98.1	98	N/A
All Grades	148	142	N/A	142	137	N/A	142	137	N/A	95.9	96.5	N/A

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2413.	2421.	N/A	27.91	23.40	N/A	16.28	25.53	N/A	20.93	21.28	N/A	34.88	29.79	N/A
Grade 4	2467.	2426.	N/A	28.26	14.63	N/A	21.74	24.39	N/A	15.22	17.07	N/A	34.78	43.90	N/A
Grade 5	2474.	2504.	N/A	15.09	28.57	N/A	24.53	26.53	N/A	22.64	12.24	N/A	37.74	32.65	N/A
All Grades	N/A	N/A	N/A	23.24	22.63	N/A	21.13	25.55	N/A	19.72	16.79	N/A	35.92	35.04	N/A

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	25.58	31.91	N/A	32.56	38.30	N/A	41.86	29.79	N/A
Grade 4	26.09	12.20	N/A	43.48	43.90	N/A	30.43	43.90	N/A
Grade 5	22.64	32.65	N/A	41.51	38.78	N/A	35.85	28.57	N/A
All Grades	24.65	26.28	N/A	39.44	40.15	N/A	35.92	33.58	N/A

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	25.58	14.89	N/A	37.21	57.45	N/A	37.21	27.66	N/A
Grade 4	19.57	12.20	N/A	43.48	46.34	N/A	36.96	41.46	N/A
Grade 5	20.75	22.45	N/A	39.62	46.94	N/A	39.62	30.61	N/A
All Grades	21.83	16.79	N/A	40.14	50.36	N/A	38.03	32.85	N/A

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	16.28	23.40	N/A	65.12	53.19	N/A	18.60	23.40	N/A
Grade 4	23.91	9.76	N/A	67.39	70.73	N/A	8.70	19.51	N/A
Grade 5	7.55	20.41	N/A	50.94	59.18	N/A	41.51	20.41	N/A
All Grades	15.49	18.25	N/A	60.56	60.58	N/A	23.94	21.17	N/A

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	27.91	14.89	N/A	48.84	51.06	N/A	23.26	34.04	N/A
Grade 4	23.91	9.76	N/A	52.17	51.22	N/A	23.91	39.02	N/A
Grade 5	15.09	30.61	N/A	56.60	44.90	N/A	28.30	24.49	N/A
All Grades	21.83	18.98	N/A	52.82	48.91	N/A	25.35	32.12	N/A

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Our percentage of 5th Grade students who exceeded overall achievement in English Language Arts went from 15.09% to 28.57% from the 2017-2018 school year to the 2018-2019 school year. However, the percentage of 4th Grade students who did not meet standard in English Language Arts rose from 34.78% to 43.90%. This implies that, while there were significant gains in 5th Grade performance in ELA, our 4th grade students will need additional support in making progress toward standards. There is no new CAASPP data for the 2019-2020 or the 2020-2021 school years as these assessments were not administered during the height of the COVID-19 pandemic.
2. The percentage of 3rd Grade students who scored above standard in Reading increased from 25.58% to 31.91% from the 2017-2018 school year to the 2018-2019 school year. However, the percentage of 4th Grade students who scored below standard in Reading rose from 30.43% to 43.90%. Reading is the subcategory in which many

Farallone View students need additional support. There is no new CAASPP data for the 2019-2020 or the 2020-2021 school years as these assessments were not administered during the height of the COVID-19 pandemic.

3. Overall, our students in Grades 3-5 scored the highest in the Listening portion of the English Language Arts assessment with only 21.17% of students scoring below standard and 78.83% scoring at or above standard for the 2018-2019 school year. This performance data is comparable to that of the previous school year with only 23.94% of students in Grades 3-5 scoring below standard and 76.05% scoring at or above standard. However, we still have much work to do in Reading, Writing, Research and Inquiry. There is no new CAASPP data for the 2019-2020 or the 2020-2021 school years as these assessments were not administered during the height of the COVID-19 pandemic.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	47	49		44	48		44	48		93.6	98	
Grade 4	47	43		46	41		46	41		97.9	95.3	
Grade 5	54	50		53	50		53	50		98.1	100	
All Grades	148	142		143	139		143	139		96.6	97.9	

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2416.	2424.	N/A	15.91	22.92	N/A	25.00	20.83	N/A	25.00	27.08	N/A	34.09	29.17	N/A
Grade 4	2464.	2415.	N/A	10.87	7.32	N/A	30.43	14.63	N/A	36.96	26.83	N/A	21.74	51.22	N/A
Grade 5	2475.	2495.	N/A	13.21	20.00	N/A	20.75	14.00	N/A	26.42	32.00	N/A	39.62	34.00	N/A
All Grades	N/A	N/A	N/A	13.29	17.27		25.17	16.55		29.37	28.78		32.17	37.41	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	20.45	27.08	N/A	36.36	37.50	N/A	43.18	35.42	N/A
Grade 4	21.74	14.63	N/A	36.96	12.20	N/A	41.30	73.17	N/A
Grade 5	18.87	22.00	N/A	30.19	34.00	N/A	50.94	44.00	N/A
All Grades	20.28	21.58	N/A	34.27	28.78	N/A	45.45	49.64	N/A

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	22.73	27.08	N/A	45.45	52.08	N/A	31.82	20.83	N/A
Grade 4	13.04	4.88	N/A	56.52	46.34	N/A	30.43	48.78	N/A
Grade 5	20.75	24.00	N/A	45.28	36.00	N/A	33.96	40.00	N/A
All Grades	18.88	19.42	N/A	48.95	44.60	N/A	32.17	35.97	N/A

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	15.91	22.92	N/A	45.45	47.92	N/A	38.64	29.17	N/A
Grade 4	26.09	14.63	N/A	36.96	29.27	N/A	36.96	56.10	N/A
Grade 5	13.21	18.00	N/A	50.94	44.00	N/A	35.85	38.00	N/A
All Grades	18.18	18.71	N/A	44.76	41.01	N/A	37.06	40.29	N/A

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Of the three categories within the CAASPP Mathematics assessment, this data would suggest that Farallone View students struggle the most with Concepts & Procedures: Applying mathematical concepts and procedures. Particularly noticeable was the steadily high percentage of 4th Grade students performing below grade-level standard in this particular category in 2018-2019 (58.49% in 2016-2017, 41.3% in 2017-2018, and 73.17%). There is no new CAASPP data for the 2019-2020 or the 2020-2021 school years as these assessments were not administered during the height of the COVID-19 pandemic.
2. Our percentages of 3rd and 5th Grade students who exceeded overall achievement in Mathematics increased by approximately 7% in 2018-2019 while the percentages of students who did not meet standard overall decreased by about 5%. While this data demonstrates a positive trend, the opposite trend was visible in the performance of our 4th Grade students. This implies that our 4th grade students will require additional support in meeting Math standards in all three categories. There is no new CAASPP data for the 2019-2020 or the 2020-2021 school years as these assessments were not administered during the height of the COVID-19 pandemic.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1422.1	1427.0	*	1440.7	1447.9	*	1378.7	1378.0	*	25	17	6
1	1435.1	1444.6	*	1460.0	1471.8	*	1409.7	1416.7	*	14	23	*
2	1474.2	1480.8	*	1500.1	1496.6	*	1447.9	1464.3	*	18	12	*
3	1460.9	1482.9	*	1448.7	1497.7	*	1472.6	1467.4	*	14	19	*
4	*	1500.9	*	*	1499.2	*	*	1502.2	*	*	12	*
5	1498.9	1531.8	*	1490.5	1536.2	*	1506.9	1526.9	*	15	11	*
All Grades										96	94	16

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	23.53	*	*	29.41	*	*	35.29	*	*	11.76	*	25	17	*
1	*	13.04	*	*	8.70	*	*	56.52	*	*	21.74	*	14	23	*
2	*	16.67	*	*	41.67	*	*	33.33	*	*	8.33	*	18	12	*
3		10.53	*	*	42.11	*	*	31.58	*	*	15.79	*	14	19	*
4		16.67	*	*	33.33	*	*	33.33	*	*	16.67	*	*	12	*
5	*	9.09	*	*	63.64	*	*	27.27	*	*	0.00	*	15	11	*
All Grades	19.79	14.89	0.00	29.17	32.98	50.00	30.21	38.30	31.25	20.83	13.83	18.75	96	94	16

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	29.41	*	*	23.53	*	*	41.18	*	*	5.88	*	25	17	*
1	*	26.09	*	*	34.78	*	*	26.09	*	*	13.04	*	14	23	*
2	77.78	33.33	*	*	41.67	*	*	25.00	*		0.00	*	18	12	*
3	*	42.11	*	*	26.32	*	*	26.32	*	*	5.26	*	14	19	*
4	*	16.67	*	*	50.00	*	*	25.00	*	*	8.33	*	*	12	*
5	*	54.55	*	*	45.45	*	*	0.00	*	*	0.00	*	15	11	*
All Grades	36.46	32.98	31.25	31.25	35.11	37.50	18.75	25.53	18.75	13.54	6.38	12.50	96	94	16

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	5.88	*	*	29.41	*	52.00	41.18	*	*	23.53	*	25	17	*
1	*	4.35	*	*	8.70	*	*	26.09	*	*	60.87	*	14	23	*
2	*	0.00	*	*	50.00	*	*	16.67	*	*	33.33	*	18	12	*
3		5.26	*	*	10.53	*	*	42.11	*	*	42.11	*	14	19	*
4	*	0.00	*	*	25.00	*	*	50.00	*	*	25.00	*	*	12	*
5		0.00	*	*	27.27	*	*	72.73	*	*	0.00	*	15	11	*
All Grades	*	3.19	0.00	17.71	22.34	25.00	34.38	39.36	56.25	39.58	35.11	18.75	96	94	16

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	56.00	17.65	*	*	76.47	*	*	5.88	*	25	17	*
1	*	34.78	*	*	56.52	*	*	8.70	*	14	23	*
2	*	33.33	*	*	58.33	*		8.33	*	18	12	*
3		31.58	*	78.57	47.37	*	*	21.05	*	14	19	*
4	*	16.67	*	*	58.33	*	*	25.00	*	*	12	*
5	*	9.09	*	73.33	90.91	*	*	0.00	*	15	11	*
All Grades	35.42	25.53	26.67	54.17	62.77	66.67	*	11.70	6.67	96	94	15

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	23.53	*	52.00	58.82	*	*	17.65	*	25	17	*
1	*	21.74	*	*	65.22	*	*	13.04	*	14	23	*
2	83.33	41.67	*	*	58.33	*		0.00	*	18	12	*
3	*	47.37	*	*	52.63	*	*	0.00	*	14	19	*
4	*	41.67	*	*	58.33	*	*	0.00	*	*	12	*
5	*	100.00	*	*	0.00	*		0.00	*	15	11	*
All Grades	46.88	41.49	50.00	38.54	52.13	31.25	14.58	6.38	18.75	96	94	16

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	0.00	*	64.00	82.35	*	*	17.65	*	25	17	*
1	*	8.70	*	*	21.74	*	*	69.57	*	14	23	*
2	*	0.00	*	*	66.67	*	*	33.33	*	18	12	*
3		5.26	*	*	31.58	*	*	63.16	*	14	19	*
4	*	0.00	*	*	75.00	*	*	25.00	*	*	12	*
5	*	18.18	*	*	81.82	*	*	0.00	*	15	11	*
All Grades	12.50	5.32	13.33	39.58	54.26	66.67	47.92	40.43	20.00	96	94	15

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	23.53	*	*	35.29	*	44.00	41.18	*	25	17	*
1	*	4.35	*	*	56.52	*	*	39.13	*	14	23	*
2	*	0.00	*	*	83.33	*	*	16.67	*	18	12	*
3		10.53	*	*	63.16	*	*	26.32	*	14	19	*
4	*	8.33	*	*	75.00	*	*	16.67	*	*	12	*
5	*	0.00	*	*	100.00	*	*	0.00	*	15	11	*
All Grades	19.79	8.51	0.00	51.04	64.89	75.00	29.17	26.60	25.00	96	94	16

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. In the 2018-2019 school year, a large percentage of our 4th and 5th Grade students (75% and 81.82%, respectively) demonstrated "Somewhat/Moderately" developed English language skills in the Reading domain of the ELPAC assessment. Similarly, large percentages of English Learners in grades 1-5 demonstrated "Somewhat/Moderately" developed English language skills within the Writing section of the ELPAC assessment. This suggests that additional targeted supports for those specific students in Reading and Writing would be beneficial and hopefully effective in helping them score in the "Well Developed" category the following school year. There is limited to no ELPAC data available for the 2019-2020 and 2020-2021 school years as this assessment were not administered during the height of the COVID-19 pandemic.
2. The data suggests that most of our English Language Learners are stronger in the areas of Speaking and Listening and need to further develop their Reading and Writing skills in order to reclassify. There is limited to no ELPAC data available for the 2019-2020 and 2020-2021 school years as this assessment were not administered during the height of the COVID-19 pandemic.
3. In the Overall Language section, there were higher percentages of students scoring at performance levels 2 (38.30%) and 3 (32.98%) compared to levels 1 (13.83%) and 4 (14.89%). This data trend is understandable given the fact that it takes an average of five years to acquire a new language. There is limited to no ELPAC data

available for the 2019-2020 and 2020-2021 school years as this assessment were not administered during the height of the COVID-19 pandemic.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
200	**22.0**	**8.0**	**0.5**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	16	8.0
Foster Youth	1	0.5
Homeless	1	0.5
Socioeconomically Disadvantaged	44	22.0
Students with Disabilities	10	5.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American		
American Indian or Alaska Native		
Asian	1	0.5
Filipino	1	0.5
Hispanic	42	21.0
Two or More Races	17	8.5
Native Hawaiian or Pacific Islander		
White	139	69.5

Conclusions based on this data:

1. In 2020-2021, we had a significant percentage of Socioeconomically Disadvantaged (22%) and a noteworthy percentage of English Learners (8%).

2. Our student population in 2020-2021 was comprised of two major races/ethnicities: White (69.5%) and Hispanic (21.0%).

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	**Chronic Absenteeism**  Yellow	**Suspension Rate**  Green
Mathematics  Orange		

Conclusions based on this data:

1. Based on 2019 Fall Dashboard Overall Performance for All Students, our overall suspension rate is ranked low (green). This may be a testament to our implementation and monitoring of Positive Behavioral Interventions and Supports (PBIS) as well as the addition of another yard duty supervisor on the playground during recess times.
2. There is still much work to be done in addressing the low rankings for student performance in English Language Arts and Math as well as our chronic absenteeism based on our 2019 data.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
2	1	0	1	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Red	No Performance Color
12.8 points below standard	85.3 points below standard	0 Students
Increased ++4.8 points	Maintained -0.3 points	
133	46	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	72.4 points below standard	80.3 points below standard
2	Increased ++3.4 points	Increased Significantly ++22.6 points
	56	22

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color	 No Performance Color	 No Performance Color	 No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
2		3	1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Red	 No Performance Color	 No Performance Color	 Green
84 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	28.6 points above standard
Declined -4.3 points	7		Maintained -2.6 points
52			68

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
108.3 points below standard	61.1 points below standard	25.5 points above standard
Increased ++8.9 points	Declined Significantly -56.4 points	Increased ++5.9 points
24	22	87

Conclusions based on this data:

1. With the exception of our White students, each student subgroup identified above was performing in the yellow, orange, or red range (as measured by the California Dashboard) for English Language Arts in the spring of 2019. In order to address the language needs of our entire student population, all of our teachers have participated in professional development to better address students' basic literacy needs. In addition, we plan to host data conferences with every teacher three times a year. During those times, we will discuss in detail the progress of all of our unduplicated students, which are English Learners, students who are eligible for Free or Reduced Price Lunch, Foster Youth, Migrant Students, and Homeless Youth. The data and information discussed during these conferences will determine the need for further professional development for our staff.
2. Given the fact that our student enrollment was predominantly White or Hispanic, there was a glaring English Language Arts achievement gap between these two groups of students as evidenced by the 2019 data above (White students scored 28.6 points above average while Hispanic students scored 84 points below standard). We anticipate a similar achievement gap to be revealed once we receive the Spring 2022 CAASPP data. We hope to address said gap during the coming school year as our professional development focus district-wide was on the topic of equity in education last year and will continue to be during the 2022-2023 school year. In addition, our district LCAP contains an equity theme across its goals.

3. There was a significant decline in the English Language Arts performance of our Reclassified English Learners in Spring 2019. This implies that additional monitoring of our RFEP (Reclassified as Fluent English Proficient) students will be needed to ensure that they continue to receive sufficient linguistic supports.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	2	2	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Yellow	
32.8 points below standard	81.6 points below standard	
Maintained -0.7 points	Increased ++8.1 points	
134	47	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	76.5 points below standard	81.5 points below standard
2	Maintained -0.2 points	Increased Significantly ++18.2 points
	57	23

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
			
No Performance Color		No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy		Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
2		3	1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Orange	No Performance Color		Yellow
87.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy		6.4 points below standard
Declined -6.7 points	7		Declined -7.9 points
52			69

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
101.2 points below standard	61.2 points below standard	6.4 points below standard
Increased ++10 points	Declined Significantly -24.6 points	Declined -5.6 points
24	23	87

Conclusions based on this data:

1. Overall, we saw a decline in Math academic performance with no student subgroup performing in the green range on the California Dashboard as measured by Spring 2019 CAASPP data. This could be in part due to the inconsistency of Math curriculum (Eureka, Bridges, and even Houghton Mifflin Math) over the course of data collection. Four years ago, our teachers piloted two different Math programs, Eureka and Bridges. Starting three years ago, most of our teachers utilized Bridges as the foundational curriculum for Math instruction. Our teachers have undergone training in the new math program (Bridges) and will continue to use collaboration time to discuss student progress and share teaching strategies. Due to the constraints of remote learning during the 2020-2021 school year, grade levels were given the opportunity to choose a Math program with adequate online programs and features to support student learning within a virtual/remote environment.
2. Given the fact that our student enrollment was predominantly White or Hispanic at the time of this data collection, there was a significant Math achievement gap between these two groups of students as evidenced by the data above (White students scored 6.4 points below standard while Hispanic students scored 87.7 points below standard). We anticipate a similar achievement gap to be revealed once we receive the Spring 2022 CAASPP data. We hope to address said gap during the coming school year as our professional development focus district-wide was on the topic of equity in education last year and will continue to be during the 2022-2023 school year. In addition, our district LCAP contains an equity theme across its goals.

3. There was a significant decline in both the English Language Arts and Mathematics performance of our Reclassified English Learners in 2019. This implies that additional monitoring of our RFEP (Reclassified as Fluent English Proficient) students will be needed to ensure that they continue to receive sufficient linguistic and mathematical supports.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Color
41.9 making progress towards English language proficiency
Number of EL Students: 74
Performance Level: Low

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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
29.7	28.3	2.7	39.1

Conclusions based on this data:

1. Our English Learner group showed an increase in performance of 3.8% on the Spring 2019 ELPAC assessment. We attribute this progress to our school initiative on family literacy. Prior to COVID-19, our school offered family engagement nights in Spanish which focused entirely on reading skills. We will restructure our family engagement nights, especially for our Spanish-speaking families, to promote English Language Development among our English Learners.
2. Our 3rd-8th English Learner (EL) scores declined on the Spring 2019 ELPAC assessment. This may be due, in part, to the fact that we have yet to decide on a district-wide ELD curriculum which would make other content curriculum more accessible to our EL students.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	4	0	1	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	No Performance Color
8	9.2	Less than 11 Students - Data Not Displayed for Privacy
Maintained +0.1	Increased +2.3	0
313	98	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	11.1	7.5
3	Increased +1	Increased +7.5
	117	40

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
2	0	5	1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Orange
7.8	5.6	Less than 11 Students - Data Not Displayed for Privacy	8.8
Declined -1.7	Increased +5.6	0	Increased +1
128	18		159

Conclusions based on this data:

1. Our overall percentage of chronic absenteeism for the 2019-2020 school year was low and remained relatively consistent with that of the 2018-2019 school year.
2. There was a 1.7% decrease in chronic absenteeism among our Hispanic students from 2017-2018 to 2018-2019.
3. There were increases in chronic absenteeism for several of our student subgroups: English Learners, socioeconomically disadvantaged, students with disabilities, and students of two or more races. With the district-wide implementation of a relatively new attendance monitoring system (A2A: Attention2Attendance), we hope to see a decrease in chronic absenteeism data for the 2022-2023 school year.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	0	0	2

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Green	 Orange	
0.6	2	
Maintained 0	Increased +2	
316	98	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Orange	 Blue
Less than 11 Students - Data Not	1.7	0
3	Increased +1.7	Maintained 0
	118	42

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color Less than 11 Students - Data 2		 No Performance Color Less than 11 Students - Data 5	 No Performance Color Less than 11 Students - Data 1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 1.6 Increased +1.6 129	 No Performance Color 0 Declined -4.8 18		 Blue 0 Declined -0.6 161

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.6	0.6

Conclusions based on this data:

1. Our suspension rate remained quite low (0.6%) in 2019-2020 due to our school's focus on social emotional supports. Our school believes in social justice and actively advocates, supports, and offers referrals for students, families, and staff that need accommodations or scaffolding.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement (Academic and Social Emotional): Literacy

LEA/LCAP Goal

LCAP Goal 2: Based on CUSD's identification for differentiated assistance, we will engage in the development of a local system and engage in a root cause analysis to ensure we improve academic performance of ELA/ELD and mathematics and decrease the suspension rate of all students, with a particular focus on Hispanic/Latinx, English Learners, and Socio-Economically Disadvantaged students.

Goal 1

By June 2023, the percentage of all students meeting or exceeding grade level benchmark in reading, as measured by Fountas and Pinnell (F&P) or Literably, will increase by 4% from the baseline recorded in Fall 2022.

Identified Need

Based on CAASPP data (2018-2019) and as evidenced by our local assessment data, we have a noteworthy percentage of students who are approaching or below standard in Reading.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fountas and Pinnell reading level	Specific baseline for each student	K-C, 1st-I, 2nd -M, 3rd-P, 4th-S, 5th-V
Data Analysis (teachers and principal)	Each student baseline is recorded in September or October	One third growth increments of Fountas and Pinnell grade level reading expectations will be measured and recorded on Jan. 2022, and May 2022

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

School staff will restructure the format of previous Family Learning Nights in an effort to reach a greater Farallone View parent population and provide tools/strategies that focus on structured literacy and reading.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Students' Fountas and Pinnell reading levels are measured and recorded by teachers in order to determine reading enrichment and/or intervention strategies.

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

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Classroom teachers keep track of their students' reading time by logging completion rate and minutes read weekly. Teachers will report minutes to the principal so that we can provide recognition of students' reading efforts via the monthly announcements.

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

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students who complete all levels of Lexia

Strategy/Activity

We will continue to fund Reading Plus to provide continued online literacy support and reinforcement to our students who complete Lexia. We will also provide the incentive of a book token (for our book vending machine) should students spend a certain amount of time on Reading Plus and/or Lexia.

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

Amount(s)	Source(s)
2000	General Fund 0000: Unrestricted 30 Reading Plus Licenses for upper grade students who complete Lexia

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Due to the COVID-19 Pandemic, the California Department of Education (CDE) was not able to administer Spring 2020 or Spring 2021 assessments. Therefore, we do not yet have data to compare actual growth in English Language Arts or Math as measured by CAASPP assessments. Once we administer the CAASPP battery of assessments for the 2021-2022 school year, we will be able to reestablish a state-measured baseline for academic achievement and therefore be able to compare student data in the coming years.

During the 2021-2022 school year, teachers assessed students' reading levels through Fountas & Pinnell and/or Literably once per academic trimester. Based on student reading level data, teachers implemented additional strategies to meet students' identified learning needs as well as determined if additional supports were needed such as small group instruction, reading intervention, etc. Students who completed the Lexia program moved on to Reading Plus to continue their online practice with reading fluency, comprehension, etc. School staff hosted one Family Literacy Night this year. Additional Family Engagement Nights were provided at the district level.

As of May 2022, Trimester 3 independent reading levels are currently being measured. We will be able to analyze the outcomes of these strategies in greater detail in June 2022; however, students have already demonstrated considerable growth from Trimester 1 to Trimester 2 this school year. By Trimester 2 of the 2021-2022 school year, only 6% of our students were reading below grade level; 24.8% were approaching grade level (for that time of the school year) while 42.7% were reading at grade level and 23.6% were reading above grade level. 3% of our student population required further assessment.

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

All of the strategies for Goal 1 of the 2020-2021 SPSA were implemented. We decided to purchase 50 licenses for the 2022-2023 school year in January 2021 to capitalize on a promotional offer that would allow us to save a few thousand dollars.

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

For the 2022-2023 school year, the plan is to restructure the Family Literacy/Engagement Nights in an effort to support student literacy goals at home and increase student achievement in Reading.

The number of Reading Plus licenses and subsequently the amount of allotted funds for said program will be adjusted for the 2023-2024 school year based on student usage during the 2021-2022 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

At-Promise Students: Reclassification, Academic Achievement, and Engagement

LEA/LCAP Goal

LCAP Goal 4: There shall be a particular focus on increasing academic achievement for our at-promise students, including English Learners, Special Education, Hispanic/Latinx students, and Socio-Economic Disadvantaged.

Goal 2

By June 2023, we will increase the number of students able to be reclassified as Fluent English Proficient by 4% as measured by district reclassification criteria.

Identified Need

As measured by our ELPAC assessment data, most of our students are in the Emerging or Expanding stages (Levels 1-3 of the ELPAC assessment) of their English language development. Our goal is to provide students the English language skills necessary to arrive at the Bridging stage (Level 4) before they move on to middle/intermediate school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District reclassification standards	0% as measured last year	4% of total English Learners (ELs)

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All English Learners (ELs)

Strategy/Activity

Teachers will monitor Lexia reports and deliver targeted lessons according to student needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students who are not meeting growth target for English Language Development

Strategy/Activity

Identify key students who would benefit from Tier 2 Reading Intervention and/or other Tier 2 interventions.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
555	General Fund 1000-1999: Certificated Personnel Salaries Data review and collaboration meetings to address the needs of our English Language Learners. Each classroom teacher will attend one meeting per trimester with the principal in order to discuss student concerns, recommend Tier II interventions, and brainstorm recommendations for additional family supports. The expenditure covers the daily rate of pay for a certificated substitute and will allow a 45-minute meeting per teacher, per trimester.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Specific students who are not meeting English Language Development growth target

Strategy/Activity

Provide short-term Reading Intervention for target students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

At-promise students, especially English Learners

Strategy/Activity

Provide opportunities for authentic English Language development via after-school enrichment clubs (i.e. coding, robotics, art, games, etc.).

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

Amount(s)	Source(s)
3,540.60	General Fund 2000-2999: Classified Personnel Salaries 1 classified staff member supervising after-school enrichment clubs three days a week for 30 weeks. This includes one hour of prep/planning time daily in addition to one hour of supervision each day.

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

At-promise students, especially English Learners

Strategy/Activity

Provide structured opportunities to engage in practice CAASPP and ELPAC tests after school.

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

Amount(s)	Source(s)
392.20	General Fund 1000-1999: Certificated Personnel Salaries 1 certificated teacher leading an after-school practice test session once per week for 10 weeks prior to the state testing window. During 5 sessions for ELPAC and 5 sessions for CAASPP, the teacher will focus on academic vocabulary acquisition, providing test-taking strategies, providing guided practice with the test tools, and providing opportunities for students to restate test directions/prompts to ensure comprehension.

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide professional development that meets the needs of our teachers and learning needs of our students as well as conduct learning walks, collaborate for review of data, and refine immediate action items.

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

Amount(s)	Source(s)
4789	Other 5800: Professional/Consulting Services And Operating Expenditures Professional development workshops from Bay Area partners such as San Mateo County Office of Education and California Academy of Arts and Sciences.
1295	Other 1000-1999: Certificated Personnel Salaries Collaboration meetings to provide teachers time to further develop hands-on, project-based learning lessons/units. Each classroom teacher will have one entire work day to continue the work started during a professional development session. The expenditure covers the daily rate of pay for a certificated substitute per teacher.

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Due to the COVID-19 Pandemic, the California Department of Education (CDE) was not able to administer Spring 2020 or Spring 2021 assessments. Therefore, we do not yet have data to compare actual growth. Once we administer the CAASPP battery of assessments for the 2021-2022 school year, we will be able to reestablish a state-measured baseline for academic achievement and therefore be able to compare student data in the coming years.

Most of the strategies for Goal 2 were implemented as planned including providing short-term Reading Intervention for target students, monitoring Lexia usage and delivering targeted lessons according to student needs, as well as providing enrichment opportunities for at-promise students. We have a very small percentage of our student population who are English Learners. As of mid-May 2022, none of our EL students were eligible for reclassificaiton during the 2021-2022 school

year; however, the Spring 2022 ELPAC scores will be released shortly, thereby allowing us to determine ELPAC growth since Spring 2021.

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

The 2021-2022 school year was our first full year of in-person learning since schools closed in March 2020 due to the COVID-19 pandemic. Some of the strategies were implemented in different formats than those outlined in the SPSA. For example, data review and collaboration to address the needs of our English Learners took place via informal conversations and detailed email exchanges rather than formal after-school meetings. Also, due to staffing issues, our after-school enrichment clubs began later than anticipated and only one classified staff member was available to sponsor the clubs.

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

For the 2022-2023 school year, we will expland our after-school enrichment club program to include first grade students. Each grade level band with the exception of Kindergarten will have two 5-week sessions: one for Art and one for Science.

Rather than hosting after-school data review and collaboration meetings, we plan to host one 45-minute meeting per trimester with each teacher during the school day.

With the addition of Educator Effectiveness Grant funds to our SPSA this year, we are adding professional development from Bay Area partners to continue our faculty's professional development in the areas of outdoor education and environmental education. We also plan to provide an entire work day for teachers to continue developing hands-on, project-based learning lessons/units after these professional development sessions.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student and Parent Engagement (Academic and Social-Emotional)

LEA/LCAP Goal

LCAP Goal 1: The metrics and actions outlined in our LCAP Maintenance of Progress Goal #1 will be implemented to ensure that the progress made within Parent Involvement and Family and Priority 3 Pupil Engagement Priority 5 will be maintained over the coming three years. These areas will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to evaluate a priority to a broad or focus goal.

Goal 3

By June 2023, Farallone View Elementary School will increase our family engagement by 8% as measured by the Panorama Survey.

Identified Need

The Spring 2022 Panorama Survey data indicated that 37% of families who participated in the survey felt engaged in their children's education.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at school events such as Family Learning Nights, parent-teacher conferences, etc.	Baseline difficult to determine given pandemic situation.	25% attendance at engagement nights and other school events; 100% attendance at parent-teacher conferences
Panorama Survey	37% as measured by Spring 2022 Panorama Survey	45% as measured by Spring 2023 Panorama survey

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students and families

Strategy/Activity

Increased communication with parents via School Messenger, Remind, email, and/or text with all Farallone View families.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

There will be at least two district-wide educational ELAC meetings scheduled for all district ELAC groups. The focus of these meetings will be based on topics identified as important to our families with English Learners. Translation will be provided.

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

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students and families

Strategy/Activity

School staff will restructure the format of previous Family Learning Nights in an effort to reach a greater Farallone View parent population and provide tools/strategies that focus on structured literacy and reading.

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

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Due to school closures in March 2020 and the subsequent transitions to remote, hybrid, and then in-person learning, it is no wonder why our families feel less engaged in their children's education these days. In an effort to uphold the Four Pillars of Health and Hygiene, Face Coverings, Physical Distancing, and Limiting Gatherings, parent involvement has been limited this year. The strategies above were implemented this school year, but there is much work to be done to reengage parents next year.

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

School staff hosted one Family Literacy Night this year. Additional Family Engagement Nights were provided at the district level.

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

During the 2022-2023 school year, we will continue to implement the strategies listed for Goal 3 of the 2020-2021 SPSA with the exception of Pastries with the Principal. Based on parent feedback as well as limited participation at our in-person events Spring 2020 and our virtual events the following school year, we will seek other family engagement measures as outlined above.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Social-Emotional Goal: Student Wellbeing and Mental Health

LEA/LCAP Goal

LCAP Goal 3: Increase the implementation of a positive climate framework to increase student wellbeing, student academic achievement and decrease chronic absenteeism, discipline referrals, suspensions, and expulsions.

Goal 4

Increase Tier 1 social, emotional, and mental health supports and thereby decrease the number of students identified as needing targeted (Tier 2) and intensive (Tier 3) social, emotional, and mental health supports by 5.8% by June 2023, as measured by data from our Coordination of Services Team (COST).

Identified Need

15.8% of our student population was referred to and/or monitored by the COST team during the 2021-2022 school year. This indicates a significant percentage of Farallone View students in need of Tier 2 and Tier 3 supports for academic, behavioral, and/or social-emotional challenges.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
COST meeting data	15.8% of student population referred to and/or monitored by our COST team during the 2021-2022 school year	10% of student population referred to and/or monitored by our COST team during the 2022-2023 school year

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Analyze office discipline referrals and student needs to plan and deliver lessons around the three Positive Behavior Interventions and Supports (PBIS) expectations: Be Safe, Be Responsible, and Be Respectful for every designated area within the school with a specific focus on identifying, preventing, and responding to bullying.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Monthly or bi-monthly meetings with our Coordination of Services Team (COST) to determine which students need additional SEL or behavioral supports as well as evaluate any interventions or supports already in place.

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

Amount(s)	Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

We will continue to train our noon duty supervisors to lead organized games at recess as well as mediate any playground conflicts between students in a restorative manner.

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

Amount(s)	Source(s)
115.98	General Fund 2000-2999: Classified Personnel Salaries One two-hour training before school starts. All other trainings can be held during the noon duty supervisors' regular work hours throughout the school year.
900	General Fund 4000-4999: Books And Supplies Playground equipment

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students at risk

Strategy/Activity

We will provide a Check In and Check Out system of support for students who need more behavior interventions.

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

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

At-Promise Students

Strategy/Activity

We will provide counseling for our at-promise students and families in the specific areas where they need support.

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

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

15.5% of our student population was identified as needing additional Tier 1, 2, and/or 3 supports during COST team meetings within the 2020-2021 school year while 15.8% was identified during the 2021-2022 school year. Additional Tier 1, 2, and 3 supports were offered to students this school year which was the school year in which we returned to full-time, in-person instruction since the closures of schools in March 2020 due to the COVID-19 pandemic.

Most of the strategies in the 2020-2021 SPSA were implemented to varying degrees of success. We will continue to work with our Coordination of Services Team (COST) and other community stakeholders to continue promoting and supporting students' wellbeing and mental health.

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

The Check-In/Check-Out (CICO) system was not implemented during the 2021-2022 school year due to other interventions and accommodations in place for students who may have qualified for the CICO program.

There was no need to purchase additional playground equipment this school year due to school closures from March 2020-April 2021 as there was additional equipment in storage.

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

With the exception of a two-hour training before the first day of school, the trainings for noon-duty supervisors will take place within their recently negotiated 6-hour daily schedule.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$13,587.78

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
General Fund	$7,503.78
Other	$6,084.00

Subtotal of state or local funds included for this school: $13,587.78

Total of federal, state, and/or local funds for this school: $13,587.78

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
General Fund	10,140.00	2,636.22

Expenditures by Funding Source

Funding Source	Amount
General Fund	7,503.78
Other	6,084.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	2,000.00
1000-1999: Certificated Personnel Salaries	2,242.20
2000-2999: Classified Personnel Salaries	3,656.58
4000-4999: Books And Supplies	900.00
5800: Professional/Consulting Services And Operating Expenditures	4,789.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0000: Unrestricted	General Fund	2,000.00
1000-1999: Certificated Personnel Salaries	General Fund	947.20
2000-2999: Classified Personnel Salaries	General Fund	3,656.58
4000-4999: Books And Supplies	General Fund	900.00
1000-1999: Certificated Personnel Salaries	Other	1,295.00
5800: Professional/Consulting Services And Operating Expenditures	Other	4,789.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	2,000.00
Goal 2	10,571.80
Goal 4	1,015.98

School Site Council Membership

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

1 School Principal

1 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

Name of Members	Role
Amy McVicker	Principal
Jennifer Scarpaci	Classroom Teacher
Lucy Navarro	Other School Staff
Bárbara Garita	Parent or Community Member
Sara Neale	Parent or Community Member
Olivia López	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 5/11/2021.

Attested:

	Principal, Ms. Amy McVicker on 5/27/2022
	SSC Chairperson, Ms. Bárbara Garita on 5/27/2022

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Kings Mountain Elementary School	41688906043657	May 24, 2022	June 9, 2022

Purpose and Description

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

Schoolwide Program

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

Kings Mountain school community will provide a safe and nurturing learning environment where each student receives an appropriate, academically challenging curriculum; develops a sense of personal responsibility; respects all others and practices good citizenship.

Table of Contents

SPSA Title Page 1
Purpose and Description....1
Table of Contents....2
Comprehensive Needs Assessment Components 4
Data Analysis 4
Surveys 4
Classroom Observations....4
Analysis of Current Instructional Program....4
Stakeholder Involvement 9
Resource Inequities 9
School and Student Performance Data 10
Student Enrollment....10
CAASPP Results....12
ELPAC Results 16
Student Population....18
Overall Performance 19
Academic Performance....20
Academic Engagement 31
Conditions & Climate....34
Goals, Strategies, & Proposed Expenditures....36
Goal 1....36
Goal 2....39
Goal 3....42
Goal 4....45
Budget Summary 48
Budget Summary 48
Other Federal, State, and Local Funds 48
Budgeted Funds and Expenditures in this Plan 49
Funds Budgeted to the School by Funding Source....49
Expenditures by Funding Source 49
Expenditures by Budget Reference 49
Expenditures by Budget Reference and Funding Source 49
Expenditures by Goal....49
School Site Council Membership 51
Recommendations and Assurances 52
Instructions....53

Instructions: Linked Table of Contents 53
Purpose and Description 54
Stakeholder Involvement 54
Resource Inequities 54
Goals, Strategies, Expenditures, & Annual Review 55
Annual Review 56
Budget Summary 57
Appendix A: Plan Requirements 59
Appendix B: 62
Appendix C: Select State and Federal Programs 64

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

School Climate Survey November 2021
If you are feeling uncomfortable with a classmate or someone else, do you know who to talk to? Name 3 people. 100% yes
What do you like about being in our class? Various answers.
Are you comfortable expressing your opinions in class? (ie, likes, dislikes, interests…) Give an example. 87% yes - 13% no
Do kids at KMES know the rules of the classroom? 100%-yes
The playground? 100%-yes How do you feel a broken rule is handled by staff? 98%-well and 2%-need to be stricter
Do you feel welcome in joining other kids' games? Give an example.
95% - yes and 5% - no

To foster stronger Family Engagement this year, Administrative Assistant newsletters were emailed to parents and staff. Staff continue to update and improve school webpage to link to the district webpage. Our parent organization, Kings Mountain Associated Parents (KMAP) worked closely with the site coordinator to discuss and collaborate on ways to encourage families to participate in school and school related activities; Spring Open House occurred onsite.

Classroom Observations

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

Formal observations take place according to the Cabrillo Unified Teacher Association contract by the school principal. The principal observes classrooms informally to support and assess teacher and students concerns, both academically and behaviorally.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

All English Language Learners are tested using the English Language Proficiency Assessments for California (ELPAC).

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

Math: First through fifth grade students were given the Bridges Math Assessments to inform classroom instruction, differentiate instruction, and identify students who would benefit from targeted intervention and enrichment and at the conclusion of the year to assess growth.

Reading: Kindergarten through fifth grade students are given Fountas and Pinnell Benchmark Assessments three times a year (2-5th via Literably). These assessments are used by teachers to create flexible reading groups, inform instruction, match students with independent level reading books, identify students requiring intervention/enrichment and target English Language Learners instruction. Fountas and Pinnell Benchmark Assessments are given in September, February and May to measure reading accuracy, comprehension, fluency. Kindergarten students are assessed three times a year. Each Kindergarten student is assessed in September using Brigance Inventory of Basic Skills as well as Acadience screenings during onsite attendance.

Writing: Teachers' College Writers' Workshop Rubrics will be used to assess skills in genres for opinion/argument, information, and narrative writing. Teachers will use on-demand performance assessment prompts for each of the three genres and assess them using the Teachers College learning progression and rubric. Teachers will pre-assess students using Teachers' College on-demand prompts to inform instruction, differentiate and identify intervention support. Words their Way Spelling Inventory is and will be used to assess and modify instruction in spelling, decoding, word study and vocabulary. Grammar is assessed through student writing samples.

Science: CAST for fifth grade students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Kings Mountain School has 3 credentialed teachers who meet the criteria for highly qualified staff.

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

All Kings Mountain teachers are appropriately credentialed. Teachers participated in meetings that provide staff development in designing lessons aligned to Common Core State Standards to meet student needs. Teachers attended staff development days as provided by District in accordance with the professional development plan approved by the school board in June 2022. The professional development focus of next year will be more Visual Arts Performing Arts (VAPA), trauma-informed instruction and Silicon Valley Math strategies; such as, Problem of the Month and MARS tasks. As a Professional Learning Community, we continue to focus on team teaching using a push-in intervention model and Responsive Classroom to foster student engagement, reflection and ownership.

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

The staff development for the 2022-23 school year will focus the six professional development days on VAPA curriculum/practices, Social Emotional Learning, Trauma-informed teaching, and Silicon Valley Math strategies; such as, Problem of the Moth and MARS tasks. Use Educator Effectiveness Block Grant for Responsive Classroom education.

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

Teachers at Kings Mountain receive a variety of instructional assistance and support funded from different sources including district, site and Parent Organization funds. Kings Mountain teachers continue working as a PLC (Professional Learning Community) with district stipends for Teacher Leadership.

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

Teachers work as a K-5 team in literacy lesson planning, analyzing student assessments, articulating and modifying instruction for all students. Due to Kings Mountain intimate school setting with 3 classroom teachers, teachers collaborate both formally at monthly leadership and staff/collaboration meetings.

Teaching and Learning

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

Currently, all teachers are using Teachers' College Reading and Writing Workshop to better align with the Common Core Standards for English Language Arts. Students are using Bridges Math along with Prodigy. The district has created a Common Core Standards-based report card and is in the process of identifying new curriculum and instructional materials that are Common Core based. One-to-one computing devices are available in grades 4-5 and 2-3.

Teachers have been focusing on student data to inform language arts instruction and math to differentiate instruction and implement push-in intervention.

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

Teachers will provide no less than the recommended and required, according to CDE Framework, instructional minutes for ELA, ELD, Math and Physical Education. Instruction may include integrated lessons in Science and Social Studies. Minutes were modified due to COVID-19 remote stay-at-home restrictions.

Kindergarten- ELA 60 minutes/daily or 300 minutes/weekly; ELD 30 minutes/daily or 150 minutes weekly; Math 50-60 minutes/daily or 250 to 300 minutes/weekly; PE 100 minutes/weekly (200 min. for each 10 school days)

1st-3rd Grades- ELA 120 minutes/daily or 600 minutes/weekly; ELD 30 minutes/daily or 150 minutes weekly; Math 50-60 minutes/daily or 250 to 300 minutes/weekly; PE 100 minutes/weekly (200 min. for each 10 school days)

4th-5th Grades- ELA 150 minutes/daily or 750 minutes/weekly; ELD 30 minutes/daily or 150 minutes weekly; Math 50-60 minutes/daily or 250 to 300 minutes/weekly; PE 100 minutes/weekly (200 min. for each 10 school days)

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

The teachers work together with the site coordinator on an ongoing basis to adjust intervention lessons as needed with fluid targeted instructional groupings.

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

All students have appropriate Content Standards based instructional materials. Currently, the district is working on identifying Social Studies and Science curriculum materials that are better aligned with the 2010 Common Core Standards. Students use Bridges Math to meet California Common Core State Standards.

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

Teachers use the Fountas and Pinnell intervention kits with students who are selected, based on assessments and teacher observations, to receive targeted support in the classroom.

Opportunity and Equal Educational Access

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

Students who are recognized as underperforming receive intervention, including instructional level reading in small targeted groups, scaffolded writing, phonics, word work, English Language Development. Students have available extended learning time through Homework club for students in VFCC grades 1-5, 4 days each week (M-TH) after school. Students who continue to struggle are referred to the Student Study Team process. Students may be assessed by the School Psychologist, Resource Specialist, Speech Therapist, Occupational Therapist, or other Specialists to determine eligibility for an Individual Education Plan (IEP) or 504 Plan. IEPs and 504s are implemented accordingly.

Evidence-based educational practices to raise student achievement

The basis of our literacy program is Teachers' College Reading and Writing Workshop, with emphasis on training and resources from the Teachers College Reading and Writing Project at Columbia University. As a school wide instructional focus, teachers are implementing PBIS, Positive Behavioral Interventions and Supports, Second Step, social emotional learning curriculum and Responsive Classroom practices this year. Second Step provides students with self-awareness and self-regulatory skills to follow PBIS expectations. Responsive Classroom provides classroom practice that foster student engagement, reflection, ownership and academic and behavioral growth.

Parental Engagement

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

Kings Mountain School works with our district and parent organization to provide additional support for under-achieving students. Our parent organization partially fund a full-time 2/3 teacher. The district has contributed the Fountas and Pinnell Leveled Literacy Intervention for grades 1-4. Other Local Grants purchased Fountas and Pinnell Leveled Literacy Intervention for grade 5 in June 2017.

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

Parents and other stakeholders have various opportunities to plan, implement, and evaluate programs through the school parent organization, Kings Mountain Associated Parents (KMAP), School Site Council and district wide collaboration days.

Funding

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

In 2022/2023, categorically-funded services will include professional development to support Visual arts and Performing Arts, Silicon Valley Math Initiative, and trauma-informed instruction.

Fiscal support (EPC)

Cabrillo Unified School District and KMAP provide fiscal support for our school site to meet the state required Nine Essential Program Components in supporting academic student achievement.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Kings Mountain School Site Council reviews and monitors the SPSA, Single Plan for Student Achievement throughout the year. The entire school community is notified of meetings in accordance with California Department of Education guidelines. Since our school is small, the council includes all certificated staff, classified staff and four parents who comprise 5% of the parent community. School site council meets approximately four times a year to review and monitor the SPSA goals, trimester reading data, SBAC, Smarter Balanced Assessment Consortium, ELPAC English Language Proficiency Assessments for California scores, along with an annual climate survey results are analyzed in our meetings as we measure progress toward goals.

Resource Inequities

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

Resource inequities are reflected in the data analysis and highlight needs to support structured literacy for students performing below standard, to increase English Language Development among English Learners via supplemental supports, to increase student engagement, to provide additional supports in addressing the social-emotional needs of referred students, and to improve school climate with regard to attendance and suspension. These areas are defined as areas of need within the CA Accountability Dashboard.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	4	4	12
Grade 1	13	7	4
Grade 2	8	10	11
Grade3	12	12	10
Grade 4	11	11	11
Grade 5	9	6	9
Total Enrollment	57	50	57

Conclusions based on this data:

1. 72% of students are identified as white, with 18% identified within the non-white sub-groups. 10% of students had no response.
2. The student enrollment remained fairly consistent.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	1	0	0	1.8%	0.0%	0.0%
Fluent English Proficient (FEP)	2	3	1	3.5%	6.0%	1.8%
Reclassified Fluent English Proficient (RFEP)	0	1	0	0.0%	100.0%	0.0%

Conclusions based on this data:

1. Three new English Language Learners were enrolled in the 4/5 class in the 2021-22 school year.
2. We are awaiting results from ELPAC testing.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	12	12		12	12		12	12		100	100	
Grade 4	13	11		13	9		13	9		100	81.8	
Grade 5	13	9		12	9		12	9		92.3	100	
All Grades	38	32		37	30		37	30		97.4	93.8	

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2473.	2470.		41.67	58.33		33.33	16.67		16.67	16.67		8.33	8.33	
Grade 4	2523.	*		30.77	*		46.15	*		15.38	*		7.69	*	
Grade 5	2544.	*		41.67	*		25.00	*		33.33	*		0.00	*	
Grade 6										33.3					
All Grades	N/A	N/A	N/A	37.84	60.00		35.14	23.33		21.62	10.00		5.41	6.67	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	63.64	66.67		36.36	16.67		0.00	16.67	
Grade 4	30.77	*		53.85	*		15.38	*	
Grade 5	33.33	*		66.67	*		0.00	*	
All Grades	41.67	60.00		52.78	30.00		5.56	10.00	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	18.18	33.33		72.73	41.67		9.09	25.00	
Grade 4	38.46	*		30.77	*		30.77	*	
Grade 5	50.00	*		33.33	*		16.67	*	
All Grades	36.11	33.33		44.44	46.67		19.44	20.00	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	54.55	33.33		45.45	58.33		0.00	8.33	
Grade 4	30.77	*		69.23	*		0.00	*	
Grade 5	16.67	*		83.33	*		0.00	*	
All Grades	33.33	33.33		66.67	63.33		0.00	3.33	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	27.27	41.67		72.73	41.67		0.00	16.67	
Grade 4	53.85	*		46.15	*		0.00	*	
Grade 5	41.67	*		50.00	*		8.33	*	
All Grades	41.67	46.67		55.56	46.67		2.78	6.67	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Due to COVID-19 restrictions, CAASP testing did not occur in 2020-2021 either.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	12	12		12	12		12	12		100	100	
Grade 4	13	11		13	9		13	9		100	81.8	
Grade 5	13	9		12	9		12	9		92.3	100	
All Grades	38	32		37	30		37	30		97.4	93.8	

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2478.	2483.		41.67	41.67		41.67	33.33		0.00	16.67		16.67	8.33	
Grade 4	2527.	*		30.77	*		30.77	*		30.77	*		7.69	*	
Grade 5	2547.	*		41.67	*		8.33	*		41.67	*		8.33	*	
All Grades	N/A	N/A	N/A	37.84	43.33		27.03	33.33		24.32	16.67		10.81	6.67	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	54.55	58.33		36.36	33.33		9.09	8.33	
Grade 4	46.15	*		38.46	*		15.38	*	
Grade 5	41.67	*		33.33	*		25.00	*	
All Grades	47.22	56.67		36.11	36.67		16.67	6.67	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	41.67	50.00		50.00	50.00		8.33	0.00	
Grade 4	38.46	*		53.85	*		7.69	*	
Grade 5	41.67	*		41.67	*		16.67	*	
All Grades	40.54	46.67		48.65	50.00		10.81	3.33	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	45.45	58.33		45.45	33.33		9.09	8.33	
Grade 4	30.77	*		61.54	*		7.69	*	
Grade 5	41.67	*		33.33	*		25.00	*	
All Grades	38.89	46.67		47.22	46.67		13.89	6.67	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Due to COVID-19 restrictions, 2020-2021 CAASP testing was not administered.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
All Grades										*		

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
All Grades	*												*		

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
All Grades	*			*									*		

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
All Grades	*												*		

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
All Grades	*			*						*		

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
All Grades	*									*		

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
All Grades	*									*		

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
All Grades	*									*		

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. An asterisk (*) appears on public reports to protect student privacy when 10 or fewer students had valid test scores.
2. In 2020-2021, Kings Mountain did not have any ELPAC assessments administered.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
57	**7.0**		
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	4	7.0
Students with Disabilities	4	7.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American		
American Indian or Alaska Native		
Asian	2	3.5
Filipino		
Hispanic	8	14.0
Two or More Races	6	10.5
Native Hawaiian or Pacific Islander		
White	41	71.9

Conclusions based on this data:

1. in 2020-21, Kings Mountain did not have any English Language Learners.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	**Chronic Absenteeism** Orange	**Suspension Rate** Blue
Mathematics Blue		

Conclusions based on this data:

1. Kings Mountain School provides supports for all students to succeed socially, emotionally, and academically.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	No Performance Color	No Performance Color
54 points above standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students
Increased ++11.3 points	1	
30		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	Less than 11 Students - Data Not Displayed for Privacy
		6

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students	 No Performance Color 47.9 points above standard Increased Significantly 21

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
0 Students	Less than 11 Students - Data Not Displayed for Privacy 1	52 points above standard Increased ++5.8 points 28

Conclusions based on this data:

1. Public reports protect student privacy when 10 or fewer students had valid test scores/data as indicated by an asterisk*.
2. Kings Mountain School is committed to academic success of all students.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Blue	 No Performance Color	
48.3 points above standard	Less than 11 Students - Data Not Displayed for Privacy	
Increased Significantly ++15.1 points	1	
30		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
		 No Performance Color
		Less than 11 Students - Data Not Displayed for Privacy
		6

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3		 No Performance Color 54 points above standard Increased Significantly 21

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
	Less than 11 Students - Data Not Displayed for Privacy 1	46.9 points above standard Increased ++10.9 points 28

Conclusions based on this data:

1. Public reports protect student privacy when 10 or fewer students had valid test scores/data as indicated by an asterisk*.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
making progress towards English language proficiency
Number of EL Students:
Performance Level:

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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

1. Public reports protect student privacy when 10 or fewer students had valid test scores/data as indicated by an asterisk*.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. Not applicable

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	0	0	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange	 No Performance Color	 No Performance Color
16.9	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased +3.8	1	0
59		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 No Performance Color	 No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0	3	8

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Orange 19.5 Increased +15.6 41

Conclusions based on this data:

1. Data will be analyzed when uploaded and available to view.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1. Not applicable

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	1

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Blue	 No Performance Color	
0	Less than 11 Students - Data Not	
Maintained 0	1	
60		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	 No Performance Color	 No Performance Color
	Less than 11 Students - Data Not	Less than 11 Students - Data Not
	3	8

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data 1		No Performance Color Less than 11 Students - Data 2	No Performance Color Less than 11 Students - Data 1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color Less than 11 Students - Data 7	No Performance Color Less than 11 Students - Data 8		Blue 0 Maintained 0 41

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0	0

Conclusions based on this data:

1. Public reports protect student privacy when 10 or fewer students had valid test scores as indicated by an asterisk*.

   As a result of school wide implemented social emotional curriculum along with Positive Behavioral Interventions and Supports, Kings Mountain School students have strategies and support to self-regulate, problem solve and express their strong emotions and assert themselves in a pro social manner.

2. All staff and after school care providers are familiar with common language and strategies to support students experiencing strong emotions reinforcing strategies for self regulation and problem solving.

3. As a result of parent funded part-time classroom aides, smaller adult to child ratio provides more immediate and individualized support both academically and social emotionally.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academic Achievement: Literacy and Reclassification

LEA/LCAP Goal

All students shall have the necessary academic skills so they are college and career ready. There shall be a particular focus on literacy and reclassification of the district English Language Learner students.

Goal 1

All students shall demonstrate growth in English Language Arts as measured by Fountas and Pinnell (K-2) and CAASPP (3-5). All English Language Learners will be eligible for reclassification by the end of fifth grade.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fountas and Pinnell Benchmark Reading Assessment	Due to COVID-19 protocols, we do not have current Fountas and Pinnell Baseline data.	Increase the number of students meeting or exceeding grade level Fountas and Pinnell benchmark reading standards to 90% of students in grade 1st through 5th.
CAASPP, California Assessment of Student Performance and Progress, in ELA for grades 3rd through 5th (Lexia & Great Minds for 2021) due to pandemic. CAASP administered in 2022	73% of students' scores on the 2018 CAASPP ELA Overall Achievement Met or Exceeded Standard. 22% of students' scores on the 2018 CAASPP ELA Overall Achievement Nearly Met Standard. Looking forward to 2022 scores.	Increase the number of students Meeting Standard to 83%.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Students with Individual Education Plans

Strategy/Activity

Resource and Special Education supports as directed in each child's Individual Education Plan.

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

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students with IEPs and below or near reading benchmark

Strategy/Activity

Progress monitoring through benchmark reading assessments every 6 to 8 weeks

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

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Data conferences

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

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Targeted Word Study (We used existing materials)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4000-4999: Books And Supplies Piloted Benchmark materials and hope to adopt.

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Students returned to classroom and Benchmark curriculum was piloted in grades TK/K/1 and 4/5.

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

Kings Mountain implemented in-person teaching for the entire year.

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

Kings Mountain will implement new English Language Arts curriculum next year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

College and Career Readiness

LEA/LCAP Goal

Increase the percentage of students who are engaged in curriculum that prepares them to be college and career ready.

Goal 2

Kings Mountain School students will engage in curriculum that prepares them to meet the academic demands of Middle School by the end of fifth grade as measured by Fountas and Pinnell (K-2) and the California Assessment of Students Progress and Performance (3-5).

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Informal teacher and Site Coordinator	87% of students are able to access curriculum without additional supports.	An increase to 90% of students will be able to access curriculum
2021-2022 State (CAASPP)	80% of students met benchmark in ELA on 2017-18 CAASPP	An increase to 85% meet or exceed benchmark in ELA on CAASPP
Spring 2021 District (Fountas & Pinnell) Reading Benchmark Assessment with Literably grades 2-5.	87% of students met or exceeded Spring 2021 Reading Benchmark Assessments	An increase to 90% meet or exceed benchmark as measured by Fountas and Pinnell Reading Benchmark Assessment

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

With the goal of all students accessing curriculum and classroom supports, each classroom will implement Second Step learning and self-advocacy skills curriculum. Implement Second Step curriculum within classroom and school wide assemblies.

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

Amount(s)	Source(s)
1000.00	Other None Specified Supplementary supports for at-promise students by providing Responsive Classroom supports for staff.

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

With the goal of all students accessing curriculum and classroom supports, each classroom will implement Positive Behavior Interventions and Supports matrix. Begin implementing Tier 2 Check-In Check-Out strategies for struggling students.

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

Amount(s)	Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

School wide adoption of best practices of Morning Meeting, Closing Circles, Hopes and Dreams, Classroom Rule Creation, Academic Choice.

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

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

We will get 2021-2022 CAASP results in the Fall of 2022.

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

Implementation was for in-person teaching, which occurred in the thrid trimester.

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

Due to COVID-19 and shelter in place mandates, the 2021/2021 CAASP assessment was not administered to grades 3-5.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Communication Plan to Support Parent Involvement

LEA/LCAP Goal

Implement a stakeholder communication plan to support parental involvement.

Goal 3

Kings Mountain School will increase community and parent awareness and understanding of school programs and events. Ongoing communication between Kings Mountain School, its families and community stakeholders will increase parent involvement and community support.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Event Sign-in sheets	Due to COVID-19 protocols, we do not have current baseline data.	Achieve 88% family participation at 2022 Back To School Night
Family Engagement Survey - Family Engagement	Completion and data collection from 2022 Panorama Survey	Achieve 85% Completed Family Engagement Surveys

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Kings Mountain School will continue to update its web page ensuring information is current. We will explore digital avenues to share and communicate with staff and parents, for example phone apps.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Monthly newsletter with classroom reports and school day events

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

Amount(s)	Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Coffee and Conversation with Site Coordinator and guests when campus reopens.

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

Amount(s)	Source(s)
25.00	LCFF - Supplemental 4000-4999: Books And Supplies Parent meeting supplies including but not limited to snacks and childcare

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Partnership with local community publication, Kings Mountain Echo. Monthly article highlighting school events.

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

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Kindergartners through 5th grade

Strategy/Activity

Administrative Assistant writes monthly newsletters.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Implementation compromised with the pandemic - monthly newsletters continued. Back to School night was held via ZOOM; however, Open House did occur.

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

Onsite school attendance in place; however, campus closed to families.

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

Campus will open next year and Back to School Night onsite is planned.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Positive School Climate: Safe and Supported Schools

LEA/LCAP Goal

Create a positive school climate where students feel safe and supported.

Goal 4

At Kings Mountain School, students will respect the diversity, the richness of human differences, in each student. Our focus is to create a culture of respect around differences that may include the multiple factors of diversity such as race, ethnicity, sex, religion, gender identity, sexual orientation, socioeconomic status, neighborhood, language status, special education needs and academic performance and potential.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Social Emotional Learning Post Assessments	School Climate Survey November 2021 If you are feeling uncomfortable with a classmate or someone else, do you know who to talk to? Name 3 people. 100% yes What do you like about being in our class? Various answers. Are you comfortable expressing your opinions in class? (ie, likes, dislikes, interests…) Give an example. 87% yes - 13% no Do kids at KMES know the rules of the classroom? 100%-yes The playground? 100%-yes How do you feel a broken rule is handled by staff? 98%-well and 2%-need to be stricter Do you feel welcome in joining other kids' games? Give an example.	Panorama survey will be administered to students in May 2022. Increase in skills and strategies to address behaviors to above 90% in all categories: Are you comfortable expressing your opinions in class? Do kids at KMES know the rules of the classroom? 100% - yes How do you feel a broken rule is handled by staff? 98% - well 2% not well

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	95% - yes and 5% - no	
2021 Survey Students: Climate, Belonging, Safety	School Climate: positive	Increase comfort expressing opinions in class to 95%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Social Emotional Learning around bullying

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

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Second Step Social Emotional Learning curriculum

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

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Parent Education Outreach

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

Amount(s)	Source(s)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students with specific focus on English Learners

Strategy/Activity

Changing Perspectives Parent, Teacher and Student training

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

Amount(s)	Source(s)
381.20	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Professional Development (Parent, Teacher and Student training)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

The pandemic compromised implementation of articulated goal.

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

The goal was intended for onsite activities.

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

Student Climate survey is administered in 11/2021.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$721.46
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$1,406.20

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
LCFF - Supplemental	$406.20
Other	$1,000.00

Subtotal of state or local funds included for this school: $1,406.20

Total of federal, state, and/or local funds for this school: $1,406.20

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	331.26	331.26
Title III	381.20	381.20

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	406.20
Other	1,000.00

Expenditures by Budget Reference

Budget Reference	Amount
4000-4999: Books And Supplies	25.00
5000-5999: Services And Other Operating Expenditures	381.20
None Specified	1,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	LCFF - Supplemental	25.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	381.20
None Specified	Other	1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 2	1,000.00

Goal 3	25.00
Goal 4	381.20

School Site Council Membership

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

1 School Principal

2 Classroom Teachers

1 Other School Staff

1 Parent or Community Members

Name of Members	Role
Debbie Silveria/Site Coordinator	Principal
Maile Springer	Classroom Teacher
Kate Berkowitz	Classroom Teacher
Lesli Schmutz	Other School Staff
Christy Walker	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on May 12, 2020.

Attested:

	Principal, Debbie Silveria/Site Coordinator on 5/12/2020
	SSC Chairperson, Christy Walker on March 2021

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Manuel F. Cunha Intermediate	41688906043665	May 16, 2022	

Purpose and Description

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

Schoolwide Program
Additional Targeted Support and Improvement
This is a site program that targets English Learners, Students with Disabilities, Disadvantaged and Academically Struggling students, and School Climate and Behavior

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

Note: This SPSA addresses the ATSI status of Cunha Intermediate as it relates to the CAASPP scores for Math and ELA in the subgroup of students with disabilities. Cabrillo USD has also been identified as Significantly Disproportionate in math and reading scores for English learners.

The Cunha SPSA goals for 2022-2023 are:

Goal 1: Increase ELA and math scores for At Promise students, including EL students through a robust ELD program while continuing to make progress on reclassification, as well as Hispanic/Latinx students and Socio-Economic Disadvantaged students

LCAP alignment:
All students shall have the necessary academic skills so they are college and career ready. There shall be a particular focus on literacy and reclassification of the district English Learner students. Increase the percentage of students who are engaged in curriculum that prepares them to be college or career ready.
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Goal 2: Increase resources, programs, and supports for students with disabilities, as part of ATSI status for Cunha, to increase both test scores and readiness for high school and beyond

LCAP alignment:
All students shall have the necessary academic skills so they are college and career ready. There shall be a particular focus on
literacy and reclassification of the district English Learner students.
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Student Achievement (Academic & Social Emotional); Priority 2: Implementation of academic content and performance standards adopted by SBE

Goal 3: Increase support for at-promise students by increasing parent communication and engagement
LCAP alignment:
Implement a stakeholder communication plan to support parental involvement and regular updates.
Priority 3: Parental Involvement

Goal 4: Multi-tiered Systems of Support, focused on:
1. Behavior improvement through PBIS (Positive Behavior Interventions and Support and school readiness, Alternatives to Suspension, Restorative Justice, and Bullying Prevention
2. Therapeutic and Social-emotional support for students
3. Supporting educational initiatives for struggling students not otherwise served by special education or English Learner programs.

LCAP alignment:
Create a positive school climate where students feel safe and supported.
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Table of Contents

SPSA Title Page 1
Purpose and Description....1
Table of Contents....3
Comprehensive Needs Assessment Components 5
Data Analysis 5
Surveys 5
Classroom Observations....5
Analysis of Current Instructional Program....6
Stakeholder Involvement 9
Resource Inequities 10
School and Student Performance Data 11
Student Enrollment....11
CAASPP Results....13
ELPAC Results 18
Student Population....21
Overall Performance 23
Academic Performance....24
Academic Engagement 35
Conditions & Climate....38
Goals, Strategies, & Proposed Expenditures....40
Goal 1....40
Goal 2....47
Goal 3....51
Goal 4....56
Budget Summary 64
Budget Summary 64
Other Federal, State, and Local Funds 64
Budgeted Funds and Expenditures in this Plan 65
Funds Budgeted to the School by Funding Source....65
Expenditures by Funding Source 65
Expenditures by Budget Reference 65
Expenditures by Budget Reference and Funding Source 66
Expenditures by Goal....66
School Site Council Membership 68
Recommendations and Assurances 69
Instructions....70

Instructions: Linked Table of Contents 70
Purpose and Description 71
Stakeholder Involvement 71
Resource Inequities 71
Goals, Strategies, Expenditures, & Annual Review 72
Annual Review 73
Budget Summary 74
Appendix A: Plan Requirements 76
Appendix B: 79
Appendix C: Select State and Federal Programs 81

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

At Cunha, there is a belief in shared decision making on issues that impact our school wide instructional programs and culture. It is our practice to consult with stakeholders and obtain their input on the process to implement major state, district and site initiatives. Teachers and Parents are surveyed by the District in order to update the LCAP. Our PTO surveys staff and parents to find out their needs and the effectiveness of our programs. 7th grade students are surveyed annually via the California Health Kids Survey (CHKS), a component of our TUPE Tier II consortium grant. The CHKS assesses student health (including drugs, alcohol, and tobacco), safety, and school climate. Associated with this are parent and staff surveys. Through staff meetings, Department Head meetings, and the Cunha Leadership Team meetings, it is clear that all staff members highly value weekly collaboration. Surveys have shown trends such as an increase in vaping amongst students, which we are addressing through our Alternatives to Suspension program. Parents want to give material support and professional development to teachers, and teachers appreciate efforts to expand electives and social-emotional support for their students.

Classroom Observations

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

Cunha's classroom observations consist of formal administrator observations as negotiated with the Cabrillo Unified Teachers Association. This is a part of the evaluation process, with the balance including routine informal walkthroughs in each classroom.

For temporary and Probationary I and II teachers, formal classroom observations are conducted twice a year, with deadlines for producing an Observation Summary. For permanent staff, the observation is done once.

The District and Association's negotiated formal classroom observation agreement stipulates that during the course of a lesson, the academic content standards and lesson objectives should be explicitly identified. Further, the instructional activities, assessments, procedures and planning of the lesson should be aligned to the California Standards for the Teaching Profession. The informal classroom walkthroughs are a standard practice to observe and identify the level of implementation of school wide adopted instructional strategies. However, there is no formal or established process to collect data to diagnose the level of implementation or fidelity to agreements.

The school-wide agreed upon common instructional practices consist of reading and writing strategies, previewing the lessons, and researched-based effective instructional strategies for English Learners. To ensure students have a clear understanding of the purpose of the lesson, teachers agree to post, clearly communicate and review with students the lesson's outcome and performance levels expected. In addition, staff agree to frontload and preview daily instructional tasks and model how to use summarizing techniques when appropriate. During the lesson staff agree to: provide in-class peer assistance via strategic seating of students; ensure that instruction is differentiated to target the various learning modalities and language fluency; make best use of instructional time by delivering a coherent lesson bell to bell; develop students' critical content

vocabulary; implement effective wait time for questions and answers; review and address the needs of students who are below proficiency in their classes. The adopted common literacy strategies include: differentiated instruction in order to address the needs of all readers; preview reading assignments with students; provide guided reading instruction of textbook chapters; use graphic organizers, guided reading exercises, and outlining to improve textbook comprehension; assist 8th grade students with the expository writing that is a required component of the science fair project. In addition, certificated staff have been trained on close reading strategies such as textless survey, spotlight a picture, highlight on the go, among others. Our ultimate goal is to build on current strategies to ensure students develop and extend their strategic thinking across subjects.

Additionally, there is a focus on schoolwide access to the research-based methodologies and instructional practices of the Achievement via Individual Determination (AVID) system, as evidenced by an increasing number of staff members attending training and professional development sessions. A number of years of work with Common Core specialists assisted each department in developing curriculum and instructional strategies in accordance with CCSS.

Student behavior in and out of class is always a major factor for teaching and learning success. Teaching standards include classroom management, and observations speak to this. Staff has focused on students behavior by adopting PBIS, and folding that into the larger framework of MTSS. Teachers have embraced restorative justice in solving behavioral issues between students and students and teachers.

Current process allows for administrators to perform walkthroughs and identify common strategies being consistently implemented across subject areas. Based on perception data gathered during informal walkthroughs, it is evident that students are experiencing positive changes in the classroom, and curriculum based on CCSS and AVID instructional strategies are being implemented. Learning goals or objectives are consistently posted and communicated to students in most classrooms.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

As a common practice, the California Assessment of Student Performance and Progress (CAASPP) and the English Language Proficiency Assessments for California (ELPAC) results have been utilized to monitor student performance. This data is used to modify our instructional program. The department chairs, the Dean, and administration receive reports, and all teachers are able to access IO Assessment (Now DnA) and California School Dashboard information. New data systems are being put in place by the district, with easy access through DataZone. In 2021-22, Cunha used Delta Math and Lexia RAPID Assessment to provide performance data in place of the CAASPP.

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

Cunha department heads, Dean, and administration make use of ELPAC and CAASPP (Delta Math and Lexia RAPID Assessment) data to monitor student progress. We will be looking at the creation of diagnostic assessments of student reading and math skills in order to refer students to intervention. Data has also driven changes in the ELD pathway toward reclassification and in special education instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of Cunha teachers are appropriately assigned and credentialed. In the 2021-22 School year we employed four long term substitute teachers for math, science, Spanish Immersion and special education due to unfilled positions and teacher leaves and resignations.

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

Cunha is 100% staffed by highly qualified teachers and support staff. Our professional development plan is aligned to our agreed upon areas of focus, which are: increased supports for English Learners and Special Education students; early identification of and deeper supports for At-Promise students, behavioral supports to improve school climate, and social-emotional support for students returning from the pandemic. To ensure our teachers are prepared to do the work, staff are sent to AVID Summer Institutes, trainings for Restorative Justice, and CPM training. We believe that the best way to continue improving our practice and meeting our student's academic and social needs is through professional collaboration.

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

Our staff development plan for 2022-23 focuses on PBIS and school climate. Cunha has adopted Multi-Tiered Systems of Support to improve academic, social-emotional, and behavioral outcomes.

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

Department Heads are content and instructional delivery experts. As such, they provide support and guidance to their colleagues in an ongoing capacity. The district provides a coach for all our new teachers on an on-going basis.

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

Cunha has weekly teacher collaboration time built into the school schedule, lasting 50 minutes per week, based on the Professional Learning Community model. Teachers meet in same-course teams or departments. In addition to same-course teams, collaboration also allows for interdisciplinary, grade-level and vertical articulation, as well as quarterly professional development.

Teaching and Learning

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

There's a clear alignment between instruction, materials and assessment to CCSS, CAASPP assessments, and the California Standardized Test in Science. The Mathematics Department uses the California-approved program called College Preparatory Math (CPM); the ELD Department has aligned curriculum and classes with the ELD Master Plan.

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

Cunha exceeds California's annual instructional minutes requirement for middle schools and special populations. For example, English Learners are enrolled in three English courses for a total of 129 minutes and students struggling in mathematics can be enrolled in two periods of math for 86 minutes. The Reading/Language Arts Framework for California Public Schools Kindergarten through Grade Twelve (2007) recommends 120 minutes of instruction. The Mathematics Framework for California Public Schools Kindergarten through Grade Twelve (2005) recommends 50-60 minutes of instruction.

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

The master schedule allows flexibility for us to offer intervention courses. For example, teachers are able to start their day earlier or teach additional assignments to offer intervention or enrichment courses to students. ELD, Electives, Reading Intervention, etc. are offered at various periods of the day to prevent negative flexibility (so all students can enroll in such classes regardless of schedule).

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

100% of students have access to standard-aligned materials. The Curriculum Adoption Committee works with departments to ensure appropriate and up-to-date instructional materials are adopted and puchased.

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

100% of students have access to the State Board of Education adopted standards-aligned instructional materials.

Opportunity and Equal Educational Access

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

Teachers are trained in an ongoing capacity and consistently implement effective instructional strategies to ensure all learners have access to content.

Evidence-based educational practices to raise student achievement

Our adopted research-based educational practices to increase student achievement and successfully implement the Common Core State Standards include Advancement Via Individual Determination, Reading Intervention classes, Math Plus, ELD Master Plan, and iReady.

Parental Engagement

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

Cunha families and the greater Half Moon Bay Community contribute significant resources to assist under-performing students throughout the school year. For example, the Cunha PTO sponsors annual field trips for AVID students to visit colleges and universities around the Bay Area, pays for teacher professional development, student recognition assemblies, Challenge Day, and Bullying Prevention.

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

Members of the community, parents, classroom teachers and other school personnel participate in the planning, implementation, and evaluation of the Single School Plan for Student Achievement. The School Site Council, Cunha's Department Chairs, Cunha's Leadership Team, and parent groups (PTO, ELAC) have multiple opportunities to provide feedback as we update our plan.

Funding

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

We receive Title I, Title III and Educator Effectiveness funds to assist in providing additional support to our underperforming students. We pay for teacher professional development, to purchase supplemental materials for struggling learners, and to address Significant Disproportionality for students with disabilities.

Fiscal support (EPC)

The Cabrillo Unified School District provides fiscal support for our school site to meet the state required Nine Essential Program Components in supporting academic student achievement.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Site Council is an active planning partner in the development of this plan. The plan was voted on by the Council and passed on May 16, 2022.

Resource Inequities

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

Resource inequities are reflected in the data analysis and highlight needs to support structured literacy for students performing below standard, to increase English Language Development among English Learners via supplemental supports, to increase student engagement, to provide additional supports in addressing the social-emotional needs of referred students, and to improve school climate with regard to attendance and suspension. These areas are defined as areas of need within the CA Accountability Dashboard.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 6	229	256	212
Grade 7	262	235	240
Grade 8	274	263	223
Total Enrollment	765	754	675

Conclusions based on this data:

1. Cunha Intermediate was facing declining enrollment already, and following the pandemic, our projected enrollment for 2022-23 is 189 for grade 6, 189 for grade 7, and 204 for grade 8, for a total of 582. We anticipate that some students will return to our school from other educational options in the fall.
2. Our largest subgroup by ethnicity continues to be our Hispanic/Latino subgroup, at about 51%
3. We will possibly be facing staff reductions and strains on programs if this number continues to decline.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	137	131	126	17.9%	17.4%	18.7%
Fluent English Proficient (FEP)	206	190	152	26.9%	25.2%	22.5%
Reclassified Fluent English Proficient (RFEP)	37	26	18	23.1%	19.0%	13.7%

Conclusions based on this data:

1. Reclassification percentage hit a high point in 2017-18 at 30.3%. Most years it has been under 10 %.
2015-16: 5.6%
2016-17 11.5%
2017-18: 30.%
2018-19: 15.9%
2019-20: 21.6%
2020-21: 12.8%
2021-22: 23.0%
The percent reclassified went up in 2019-20, and the drop in percentage of English learners may reflect intense focus on reclassification.

2. The creation of the Dean position has meant a highly effective focus on reclassification. The lower number for 2020-21 most likely reflects that 3/4 of the school year was remote learning.

3. The percentage of EL students rose slightly, but may me an artifact of a large drop in enrollment.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	258	226		255	211		255	211		98.8	93.4	
Grade 7	262	259		255	254		255	254		97.3	98.1	
Grade 8	261	268		254	262		254	261		97.3	97.8	
All Grades	781	753		764	727		764	726		97.8	96.5	

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	2495.	2510.		11.76	12.80		27.06	30.33		25.10	27.01		36.08	29.86	
Grade 7	2547.	2528.		20.78	14.17		31.37	27.95		20.39	28.35		27.45	29.53	
Grade 8	2580.	2562.		21.26	18.39		36.61	29.12		23.23	29.12		18.90	23.37	
All Grades	N/A	N/A	N/A	17.93	15.29		31.68	29.06		22.91	28.24		27.49	27.41	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	16.47	21.05		40.78	41.15		42.75	37.80	
Grade 7	28.35	19.05		39.76	39.29		31.89	41.67	
Grade 8	32.28	25.67		40.55	45.59		27.17	28.74	
All Grades	25.69	22.02		40.37	42.11		33.94	35.87	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	18.04	19.14		40.78	57.42		41.18	23.44	
Grade 7	31.10	22.92		44.09	50.99		24.80	26.09	
Grade 8	32.68	21.84		46.46	53.64		20.87	24.52	
All Grades	27.26	21.44		43.77	53.80		28.96	24.76	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	16.47	12.92		53.73	64.11		29.80	22.97	
Grade 7	15.35	14.23		55.91	60.47		28.74	25.30	
Grade 8	21.65	14.94		64.17	65.90		14.17	19.16	
All Grades	17.82	14.11		57.93	63.49		24.25	22.41	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	20.78	18.18		50.98	54.07		28.24	27.75	
Grade 7	29.92	22.22		46.85	48.02		23.23	29.76	
Grade 8	36.22	24.90		46.06	51.72		17.72	23.37	
All Grades	28.96	22.02		47.97	51.11		23.07	26.87	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. For all student groups, the numbers show mixed gains and losses. There are percent increases in students below standard in Research/Inquiry, Reading, and Overall Achievement
2. Our Reading Intervention class is designed to apply intensive intervention in reading for those 6th grade students who are below grade level but do not qualify as English Learners, or special education services. They have been identified by the 5th grade reading specialists in each elementary school and referred to Cunha, where they will be enrolled for at least a quarter during their elective period in the class. The goal is to raise them to grade level in reading.
3. We will not have 2019-20 data, but considering learning loss from the 2020-21 pandemic school year, we built in and will continue to support and expand reading intervention.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	258	226		258	213		258	213		100	94.2	
Grade 7	262	259		259	253		259	253		98.9	97.7	
Grade 8	261	268		254	261		254	261		97.3	97.4	
All Grades	781	753		771	727		771	727		98.7	96.5	

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	2470.	2480.		5.43	9.86		17.83	17.84		27.13	27.70		49.61	44.60	
Grade 7	2524.	2497.		20.46	8.70		19.31	18.97		24.32	28.06		35.91	44.27	
Grade 8	2561.	2535.		19.29	17.24		23.23	16.86		28.35	25.67		29.13	40.23	
All Grades	N/A	N/A	N/A	15.05	12.10		20.10	17.88		26.59	27.10		38.26	42.92	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	9.34	13.62		31.13	29.58		59.53	56.81	
Grade 7	24.71	12.65		32.05	31.23		43.24	56.13	
Grade 8	22.83	20.31		38.98	36.02		38.19	43.68	
All Grades	18.96	15.68		34.03	32.46		47.01	51.86	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	7.75	12.68		39.53	42.25		52.71	45.07	
Grade 7	20.08	13.04		44.40	50.59		35.52	36.36	
Grade 8	24.02	21.46		49.21	39.85		26.77	38.70	
All Grades	17.25	15.96		44.36	44.29		38.39	39.75	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	10.47	13.62		41.47	42.25		48.06	44.13	
Grade 7	20.85	16.60		52.12	52.17		27.03	31.23	
Grade 8	27.95	18.01		51.97	48.66		20.08	33.33	
All Grades	19.71	16.23		48.51	48.01		31.78	35.76	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. We see a mixed bag with increases in % Above Standard for 8th grade overall, but also an increase in % Below Standard.
2. Overall achievement posted declines over three years, with a decline in % Standard Exceeded and an increase to 42.92% Standard Not Met.
3. We will not have 2019-20 data, but with learning loss from the 2020-21 pandemic school year, we built and will continue and expand math intervention classes for each grade level.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	1515.7	1540.9	1535.6	1512.9	1546.8	1537.3	1517.9	1534.5	1533.4	60	37	52
7	1504.6	1529.5	1515.0	1494.8	1527.6	1521.9	1513.9	1530.9	1507.6	47	42	35
8	1521.4	1543.6	1561.8	1514.6	1540.9	1560.9	1527.6	1545.9	1562.2	30	40	19
All Grades										137	119	106

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	21.67	29.73	27.45	35.00	35.14	45.10	31.67	32.43	17.65	*	2.70	9.80	60	37	51
7	*	21.43	22.86	34.04	30.95	42.86	31.91	35.71	14.29	*	11.90	20.00	47	42	35
8	*	22.50	31.58	36.67	40.00	47.37	*	22.50	10.53	*	15.00	10.53	30	40	19
All Grades	21.90	24.37	26.67	35.04	35.29	44.76	30.66	30.25	15.24	12.41	10.08	13.33	137	119	105

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	36.67	56.76	45.10	41.67	32.43	41.18	*	8.11	5.88	*	2.70	7.84	60	37	51
7	36.17	35.71	48.57	36.17	28.57	28.57	*	30.95	5.71	*	4.76	17.14	47	42	35
8	43.33	32.50	52.63	36.67	42.50	31.58	*	17.50	10.53	*	7.50	5.26	30	40	19
All Grades	37.96	41.18	47.62	38.69	34.45	35.24	15.33	19.33	6.67	8.03	5.04	10.48	137	119	105

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	8.11	13.73	23.33	21.62	33.33	30.00	54.05	33.33	33.33	16.22	19.61	60	37	51
7	*	7.14	5.71	27.66	28.57	25.71	25.53	40.48	42.86	38.30	23.81	25.71	47	42	35
8	*	7.50	15.79	*	32.50	31.58	*	30.00	36.84	*	30.00	15.79	30	40	19
All Grades	13.87	7.56	11.43	25.55	27.73	30.48	27.74	41.18	37.14	32.85	23.53	20.95	137	119	105

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	20.00	24.32	23.53	66.67	51.35	62.75	*	24.32	13.73	60	37	51
7	*	9.52	17.14	59.57	61.90	62.86	*	28.57	20.00	47	42	35
8	40.00	10.00	5.26	43.33	65.00	89.47	*	25.00	5.26	30	40	19
All Grades	24.82	14.29	18.10	59.12	59.66	67.62	16.06	26.05	14.29	137	119	105

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	63.33	72.97	74.51	31.67	24.32	21.57	*	2.70	3.92	60	37	51
7	59.57	52.38	74.29	27.66	38.10	8.57	*	9.52	17.14	47	42	35
8	66.67	65.00	78.95	*	30.00	15.79	*	5.00	5.26	30	40	19
All Grades	62.77	63.03	75.24	29.20	31.09	16.19	8.03	5.88	8.57	137	119	105

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	8.11	21.57	25.00	45.95	45.10	60.00	45.95	33.33	60	37	51
7	*	11.90	20.00	*	35.71	28.57	61.70	52.38	51.43	47	42	35
8	*	10.00	26.32	*	42.50	42.11	56.67	47.50	31.58	30	40	19
All Grades	17.52	10.08	21.90	22.63	41.18	39.05	59.85	48.74	39.05	137	119	105

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	35.14	15.69	85.00	62.16	80.39	*	2.70	3.92	60	37	51
7	*	9.52	5.71	70.21	85.71	77.14	*	4.76	17.14	47	42	35
8	*	0.00	0.00	63.33	97.50	94.44	*	2.50	5.56	30	40	18
All Grades	13.87	14.29	9.62	75.18	82.35	81.73	10.95	3.36	8.65	137	119	104

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. We see gains for 8th Grade in the Overall, Written, and Speaking Summative Assessments, as well as increased percentages of students scoring 3 and 4. We will continue to support EL students following the current adopted pathway and continue reclassification efforts.
2. In the Reading domain, we see increases in Well Developed and Somewhat/Moderately levels, with a decrease in Beginning students
3. In the Writing domain, we see a decrease in the Well Developed level.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
675	**43.9**	**18.7**	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	126	18.7
Foster Youth		
Homeless	21	3.1
Socioeconomically Disadvantaged	296	43.9
Students with Disabilities	95	14.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	5	0.7
American Indian or Alaska Native		
Asian	11	1.6
Filipino	5	0.7
Hispanic	348	51.6
Two or More Races	36	5.3
Native Hawaiian or Pacific Islander		
White	270	40.0

Conclusions based on this data:

1. 43.9 % of our students are Socioeconomically Disadvantaged, a light decrease from 44.3% in the previous year

2. Our student population identified as English Learners has increased from 17.9% to 18.7%, while our Hispanic population is the largest ethnic group at 51.6%%.

3. Our population of students with disabilities is at 14.1%, a slight increase from 13.6%.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Yellow	**Suspension Rate** Red
Mathematics Orange		

Conclusions based on this data:

1. We introduced and have expanded a Reading Intervention class to target students reading below grade level who are not English learners or receiving special education services.
2. Our suspension rate is in the red, and we have addressed this with our Alternatives to Suspension program, and the numbers have declined and should be reflected in the next dashboard.
3. The absence tracking program (Attention 2 Attendance) allows for monitoring, targeted support for those students needing support, and greater parent involvement. Attendance was much more complicated and we had many students with "attendance" issues in the 2020-21 remote learning school year.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	0	2	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Red	No Performance Color
16.1 points below standard	85.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -6.6 points	Maintained -2.8 points	1
730	281	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
108.1 points below standard	69.3 points below standard	119.7 points below standard
13	Declined -7.2 points	Increased Significantly ++26.5 points
	347	97

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	27.9 points above standard	Less than 11 Students - Data Not Displayed for Privacy
1		Declined Significantly -42.1 points	5
		12	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Green	No Performance Color	Green
58.5 points below standard	26.1 points above standard	Less than 11 Students - Data Not Displayed for Privacy	34.9 points above standard
Declined -6.4 points	Declined Significantly -23.1 points	1	Declined -3 points
392	38		281

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
118.1 points below standard	63 points below standard	28.7 points above standard
Increased Significantly ++18.8 points	Declined Significantly -17 points	Declined -11.2 points
116	165	396

Conclusions based on this data:

1. There has been a significant decline in RFEP student scores, highlighting the need for ongoing support for these students.
2. We anticipate that with the rise in scores for students with disabilities that we will pull out of ATSI status (addressed in this SPSA, Goal 2).
3. Both of our major ethnic subgroups, white and Hispanic, saw declines.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
3	1	2	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Red	No Performance Color
62.7 points below standard	139.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -14.3 points	Declined Significantly -15.9 points	1
727	280	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	Orange
158.2 points below standard	123.2 points below standard	176.6 points below standard
13	Declined Significantly -20.5 points	Increased Significantly
	347	95

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		No Performance Color 11.8 points above standard Declined Significantly -24 points 12	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red 109.1 points below standard Declined Significantly -16.1 points 391	Yellow 10.8 points below standard Declined Significantly -27.4 points 38	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Yellow 8.5 points below standard Declined -10 points 279

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
181.3 points below standard Declined -5.7 points 114	110.5 points below standard Declined Significantly -23.4 points 166	11.1 points below standard Declined -13.2 points 394

Conclusions based on this data:

1. The trend of decline continues for all subgroups except students with disabilties.
2. We anticipate that with the rise in scores for students with disabilities that we will pull out of ATSI status (addressed in this SPSA, Goal 2), We hope that 2 years of pandemic related learning loss does not reverse this good trend.
3. Reclassified students declined the most of any large subgroup.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Color
58 making progress towards English language proficiency
Number of EL Students: 112
Performance Level: Low

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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16.0	25.8	2.6	55.3

Conclusions based on this data:

1. There is a strong trend towards progress, with 58 out of 112 progressing at least one ELPI level.
2. As more students are reclassified, the remaining students may demonstrate barriers that will clarify where targeted support will be administered to assist them.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. Not Applicable

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red | Orange | Yellow | Green | Blue  Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	4	1	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	No Performance Color
8	11.9	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.4	Maintained -0.2	1
773	151	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Yellow
11.8	10.6	11.3
Increased +3.4	Declined -0.7	Declined -2.2
17	360	106

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
			
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0	Less than 11 Students - Data Not Displayed for Privacy
1	0	Maintained 0	8
		12	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Green	Yellow	No Performance Color	Yellow
8.3	2.6	Less than 11 Students - Data Not Displayed for Privacy	8.6
Declined -1.6	Increased +2.6	1	Maintained +0.4
409	39		303

Conclusions based on this data:

1. English Learners have the highest percentage of chronic absences.
2. Asian students have zero percent chronic absenteeism.
3. The use of Attention 2 Attendance reveals data in order to target areas of concern with attendance.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1. Not Applicable

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
4	2	0	0	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Red	Red	No Performance Color
9	17.2	Less than 11 Students - Data Not
Increased Significantly +5.4	Increased Significantly +10.4	1
777	151	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	Red
17.6	12.5	15.1
Increased +9.3	Increased Significantly +8.8	Increased +4.9
17	361	106

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color		No Performance Color	No Performance Color
Less than 11 Students - Data		8.3	Less than 11 Students - Data
1		Increased +8.3	8
		12	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	Orange	No Performance Color	Orange
11.7	7.7	Less than 11 Students - Data	5.9
Increased Significantly +7.6	Increased +7.7	1	Increased +2.3
410	39		306

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	3.6	9

Conclusions based on this data:

1. The suspension rate for all students was 9%, an increase of 5.4%. We have lowered the suspension rate (informally) Alternatives to Suspension program. 6.7% in 2019-20, .44% in 2020-21 (remote learning). Currently the suspension rate is 3.16%.
2. The highest suspension rate at 15.1% was noted for students with disabilities, and increase of 4.9% from 10.2%
3. The Hispanic subgroup suspension rate increased the largest amount for a major subgroup at 7.6%

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Literacy and Core Improvement (ELA and Math) for At-Promise Students, Reclassification for EL Students

LEA/LCAP Goal

All students shall have the necessary academic skills so they are college and career ready. There shall be a particular focus on literacy and reclassification of the district English Learner students.
Increase the percentage of students who are engaged in curriculum that prepares them to be college or career ready.
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Goal 1

Increase ELA and math scores for At Promise students, including EL students through a robust ELD program while continuing to make progress on reclassification, as well as Hispanic/Latinx students and Socio-Economic Disadvantaged students by supporting educational initiatives for struggling students not otherwise served by special education or English Learner programs.

Identified Need

English Learners, Hispanic/Latinx students, Socio-Economic Disadvantaged students: Cunha Intermediate and the Cabrillo Unified School District have been identified as being Significantly Disproportionate in terms of Latino students with Specific Learning Disabilities. As a result we are mandated to use 15% of our IDEA funds for General Education intervention.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification of students	53 students were reclassified in 2017 - 2018 19 in 2018 - 2019, 32 in 2019-20, 18 in 2020-21, 32 in 2021-22	Reclassification percentage hit a high point in 2017-18 at 30%. Since then it has averaged 18.6%. 2015-16: 5.6% 2016-17 11.5% 2017-18: 30.3% 2018-19: 15.9% 2019-20: 21.6% 2020-21: 13.7% 2021-22: 23.0% (unofficial) With the ELPAC 4 requirement for reclassification the expected outcome is 15% for 2022.23

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase in ELA CAASPP scores for EL students	From the California School Dashboard: 2017: English learners scored 79.8 points below standard, a 6.9 point decline from the previous year. 2018: English learners scored 82.7 points below standard, a 2.9 point decrease (maintenance) from 2017. 2019: English learners scored 85.8 points below standard, a 2.8 point decrease (maintenance) from 2018.	There has been a general decline in scores for the last two years in ELA. Expected outcome: an increase in the next testing year (2022) of 3 points to 82.8 points below standard.
Increase in Math CAASPP scores for EL students	From the California School Dashboard: 2017: English learners scored 123.2 points below standard, a 8.7 point decline from the previous year. 2018: English learners scored 123.7 points below standard, a 0.5 point decrease (maintenance) from 2017. 2019: English learners scored 139.3 points below standard, a 15.9 point decrease from 2018.	The trend has been downward, with scores dropping from 123.2 points below in 2017 to 139.3 point below in 2019, with the most significant drop in the last year: 15.9 point decrease. Expected outcome: recover 5 points to 134.3 points below standard in the next testing year, 2022.
Increase in students who achieve a 4 on the ELPAC, now required for reclassification	26.7% of EL students scored an overall 4 on the ELPAC	27% of Cunha EL students will get a 4 on the ELPAC
Increase in ELA CAASPP scores for Latino students	2019: Latino students scored 58.5 points below standard, a 6.4 point decline from the previous year.	2022: Latino student scores will not post declines.
Increase in Math CAASPP scores for Latino students	2019: Latino students scored 109.1 points below standard, a 16.1 point decline from the previous year.	2022: Latino student scores will not post declines.
Increase in ELA CAASPP scores for Socio-Economic Disadvantaged students	2019: Socio-economically disadvantaged students scored 69.3 points below standard, a 7.2 point decline from the previous year.	2022: Socio-economically disadvantaged student scores will not post declines.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase in Math CAASPP scores for Socio-Economic Disadvantaged students	2019: Socio-economically disadvantaged students scored 123.2 points below standard, a 20.5 point decline from the previous year.	2022: Socio-economically disadvantaged student scores will not post declines.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Students who are below grade level in reading who are not English Learners nor qualify for special education services

Strategy/Activity

Reading Intervention Class

Students transitioning from 5th grade, and current 7th and 8th graders who are not English Learners nor qualify for special education services, are identified by Reading specialists at the elementary and middle school level. Those students are placed in a Reading Intervention class that is part of the elective cycle. In a small class size setting they will receive intensive reading intervention designed to raise them to grade level.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
60000	Other 1000-1999: Certificated Personnel Salaries Funds from Significant Disproportionality state grant, amount and disbursement TBA

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners and At-Promise Students

Strategy/Activity

Continue Academic Dean Services

The Academic Dean assists in the development, implementation, and evaluation of intervention programs that address the needs of at-risk students. Develops and codifies the schools process and procedures that are to be followed in order to help these students succeed.

The Dean assists in the development, implementation, and evaluation of intervention programs that address the needs of ELD students. Develops and codifies the schools process and procedures that are to be followed in order to help these students succeed.

The Dean will change to a full-time administrative position

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

Amount(s)	Source(s)
5000	Title I 5800: Professional/Consulting Services And Operating Expenditures Support the Academic Dean position for academic support and reclassification
60000	District Funded 1000-1999: Certificated Personnel Salaries 1 certificated position

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Supplementary ELD Curriculum and Materials, including iReady

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

Amount(s)	Source(s)
1250	Title I 4000-4999: Books And Supplies Purchase supplementary curriculum and materials, beyond those provided by the District, to increase the literacy skills of English Learners
5600	District Funded 4000-4999: Books And Supplies Renewal and implementation of i-Ready curriculum

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Provide supplementary materials and analytical tools for EL students in math

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

Amount(s)	Source(s)
850	Title I 4000-4999: Books And Supplies Purchase analytical tools and supplementary materials to help EL students learn the language requirements necessary success in math: We will look for alternatives to pilot, per teaching staff Delta math online access is more usable

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students who are below grade level in math who are not English Learners nor qualify for special education services

Strategy/Activity

Math Intervention Class

Students transitioning from 5th grade, and current 7th and 8th graders who are not English Learners nor qualify for special education services, are identified by math teachers at the elementary and middle school level. Those students are placed in a Math Intervention class that is part of the elective cycle. In a small class size setting they will receive intensive math intervention designed to raise them to grade level.

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

Amount(s)	Source(s)
60000	Other 1000-1999: Certificated Personnel Salaries Funds from Significant Disproportionality state grant, amount and disbursement TBA

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency. Support for English Language Development Professional Development and Curriculum: Kate Kinsella's Academic Vocabulary Toolbox

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	Other 5800: Professional/Consulting Services And Operating Expenditures Effective Educator Grant

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

ELD TOSA, to push into classes, work with students individually, and assist them to reclassification as RFEP

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
60000	District Funded 1000-1999: Certificated Personnel Salaries 3 sections of ELD TOSA

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

ELD sections in 2020-21: 5. In 2021-22 we had 4 sections, and project that for 2022-23. The iReady curriculum is used currently in ELD and SPED. We continue to benefit from Dean services.

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

The Ready Math workbooks have not proven to be effective, and will be discontinued. CPM math provides translation
Delta Math provides translation. These have proved successful.

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

ELD has adopted Kate Kinsella's Academic Vocabulary Toolbox as supplemental material in ELD class (all levels). AVT provides instructional routines with sentence frames while teaching academic vocabulary Some students may receive ELD services outside of an ELD class. Changes in strategies and outcomes are detailed in the Goal1 section and below:

In 2020-21 16 students were reclassified for a total pf 12.9%, better than our expectations given new ELPAC overall 4 score requirement and remote learning. It is important to note for this year that many 7th and 8th graders and ZERO 6th graders took the ELPAC last year. This means that fewer students were candidates for reclassification. For 2021-22, 32 students were reclassified, or 23% of our EL students, a return to levels expected with in-person learning.

There were no CAASPP scores for 2019-20 and 2020-21. We have added goal sections and strategies for supporting At-Promise students not served by ELD and SPED classes.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

College and Career Readiness: Students with Disabilities

LEA/LCAP Goal

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Student Achievement (Academic & Social Emotional); Priority 2: Implementation of academic content and performance standards adopted by SBE

Goal 2

Increase resources, programs, and supports for students with disabilities, as part of ATSI status for Cunha, to increase both test scores and readiness for high school and beyond

Identified Need

The performance of students with disabilities declined two years in a row in CAASPP ELA and Math. In 2016-17 Students with Disabilities scored 125.4 points below standard in ELA, a decline of 9.5 points, and 175.6 points below standard in Math, a drop of 16.3 points.
In 2017-18 Students with Disabilities scored 137.7 points below standard in ELA, a decline of 12.3 points, and 191.8 points below standard in Math, a drop of 16.2 points.T
his consistent underperforming caused the state to place Cunha Intermediate in ATSI (Additional Targeted Support and Improvement) status which requires us to identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the school plan.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA CAASP for Students with Disabilities	In 2019 (2018-19 school year), Students with disabilities scored 119.7 points below standard in ELA, an increase of 26.5 points.	The improvement in CAASPP ELA scores for students with disabilities is encouraging, and based on the 2019 scores a modest goal would be an increase of 10 points in the next testing year, 2022.
Math CAASPP for Students with Disabilities	In 2019 (2018-19 school year), Students with disabilities scored 176.6 points below standard in Math, an increase of 18.8 points.	The improvement in CAASPP Math scores for students with disabilities is encouraging, and based on the 2019 scores a modest goal would be an increase of 10 points in the next testing year, 2022.

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

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

Provide ELA/Reading and Math intervention supplemental instructional materials.

Wilson Reading Program-Just Words: a highly explicit, multisensory decoding and spelling program for students in grades 4–12 who have mild to moderate gaps in their decoding and spelling proficiency but do not require intensive intervention.

ALEKS: Assessment and LEarning in Knowledge Spaces is a Web-based, artificially intelligent assessment and learning system. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. ALEKS then instructs the student on the topics she is most ready to learn. As a student works through a course, ALEKS periodically reassesses the student to ensure that topics learned are also retained.

Learning Ally: The Learning Ally Audiobook Solution is a multi-sensory reading accommodation for students who struggle to read due to a reading deficit, granting them access to the books they want to read—and the books they need to read—in an easy-to-absorb format.

These programs are used as part of efficacious teaching strategies both Math and ELA, and test preparation. Our plan is that the use of these materials will increase student performance, and we are seeing improvements in the CAASPP scores: a measurable improvement in ELA and a statistically insignificant drop in Math (a great improvement from the 16.2 point drop the previous year).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	Special Education 4000-4999: Books And Supplies Supplementary materials and supplies from CUSD special Education budget

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

Co-taught classrooms for core subjects. Teachers design curriculum to meet the needs of all learners and promote inclusion. Research suggests that students who are fully included perform higher than peers in self contained classrooms.

An exciting change to Cunha's special education practice is full co-teaching of classes in which a special education teacher is embedded in a classroom with a general education teacher. Both teachers share the planning, organization, delivery, and assessment of instruction. Students with disabilities are assigned to the class and access the standard curriculum, with assistance from both teachers.

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

Amount(s)	Source(s)
2000	Site Formula Funds 5800: Professional/Consulting Services And Operating Expenditures Professional learning for co-teaching

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students with Disabilites

Strategy/Activity

Supplemental Materials for Special Education Classes: additional funds for materials teachers need to supplement their instruction.

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

Amount(s)	Source(s)
1000	District Funded 4000-4999: Books And Supplies Supplemental materials for Special Education classes designed to increase student achievement and access to the curriculum.

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Mindprint was adopted, but was not used, and has been eliminated. ALEKS, Just Words, and Learning Ally are all in use in the SPED department

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

Co-taught classes were set up for Math 8, 3 sections. This has been successful and we plan to continue it in 2022-23

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

No CAASPP data was available for the 2019-20 school year due to the pandemic.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Support and Communication for disadvantaged students and families

LEA/LCAP Goal

Implement a stakeholder communication plan to support parental involvement and regular updates.
Priority 3: Parental Involvement

Goal 3

Increase support for at-promise students by increasing parent communication and engagement

Identified Need

Cunha Intermediate and the Cabrillo Unified School District have been identified as being Significantly Disproportionate in terms of Latino students with Specific Learning Disabilities. As a result we are mandated to use 15% of our IDEA funds for General Education intervention. AVID continues to be district priority to increase academic skills and support students aspiring to attend four year colleges. Our ELAC contacts have also relayed community need for more personal Spanish-speaking information sessions.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Added Spanish Sessions for Back to School Night and 5th Grade Parents Night	Spanish language sessions for Back to School Night and 5th Grade Parents Night, and COVID related Zooms	Continue Spanish language sessions for Back to School Night and 5th Grade Parents Night
Conferences redesigned to focus on at-risk students	Conferences were set up for at-promise students and families.	Continue conferences set up for at-promise students and families.
AVID class participation increase	AVID has only three classes, AVID 6 , 7, and 8	Maintain 3 grade level AVID classes
ELAC representation on the Parent Teacher Organization and on School Site Council	The PTO has lost its Spanish speaking parent on the board, but our ELAC president is a member of the School Site Council	Continue working with PTO and ELAC to coordinate communication and keep a representative on the PTO board and on site council.
Reach families with weekly videos with Spanish translation	Videos every school week published to website, School Loop, and Messenger. Event videos are now published as well	Continue the video communications effort

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Students from Spanish-Speaking households and public housing communities

Strategy/Activity

Spanish-Speaking Back to School Night and 5th Grade Parents' Night sessions

Design Sessions at both events in Spanish for parents to access the presentations and question and answer sessions. Outreach will be conducted through the liaisons to reach families personally as necessary, coordinated with the elementary schools in the case of 5th grade parent night. Both site and off-site liaisons and hired translators will be brought in to make sure that all materials are translated, presentations conducted in Spanish, and interpreters available to assist in communications between staff and parents.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1300	Title I 5000-5999: Services And Other Operating Expenditures Provide sufficient translators and Spanish-speaking staff to run both the programmatic part of the event and question and answer sessions.
50	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) None Specified Tabling materials, refreshments

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

At-Promise Students

Strategy/Activity

At-Promise Student Parent Conferences

With School Loop now used to publish grades, there is less value in an all-student format for conferences. This gives the site an opportunity to meet and work closely with our at-risk students identified by teachers, counselors, and the Academic Dean. Translation/interpretation services will be provided

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

Amount(s)	Source(s)
700	Title I 5800: Professional/Consulting Services And Operating Expenditures Provide additional translation services and interpretation
699	Title I 5000-5999: Services And Other Operating Expenditures Organization, creation and presentation of information for families

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students recommended through counseling or from families who are aspiring first generation four-year college students.

Strategy/Activity

Expand AVID elective classes to three full grade levels.

AVID (Advancement Via Individual Determination) is a program designed to close the opportunity gap in college graduation rates among diverse and underrepresented demographic groups. AVID strategies include inquiry-based and student-centric instruction, organization, and accountability.

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

Amount(s)	Source(s)
3000	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) None Specified Funding for AVID field trip
3000	Title I 1000-1999: Certificated Personnel Salaries Summer AVID training for AVID teachers

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students and EL students

Strategy/Activity

Make sure that our ELAC group is represented on the PTO and Site council

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	None Specified None Specified No funding needed

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students, families/Spanish speaking households

Strategy/Activity

Production of weekly principal videos with Spanish translations in the chyron, as well as event videos, published on our Website and sent out by School Loop and Messenger

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	Title III 5800: Professional/Consulting Services And Operating Expenditures Site Title III funds for outreach to Spanish-Speaking families, with spoken English and Spanish translation
1500	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 5800: Professional/Consulting Services And Operating Expenditures PTO funds for outreach to all families

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

AVID enrollment is declining, and districrt support for AVID will depend on the program continuing in a robust manner. This year, there will be a walking field trip for AVID, and college field trips should resume next year. We held specific Spanish language meetings for parents and held at-promise conferences.

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

Due to COVID we did not use the entire budgeted amount for the AVID field trip.

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Multi-tiered Systems of Support focusing on Academic Intervention Behavior, and Social Emotional Support

LEA/LCAP Goal

Create a positive school climate where students feel safe and supported.
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Goal 4

Multi-tiered Systems of Support, focused on:
1. Behavior improvement through PBIS (Positive Behavior Interventions and Support and school readiness, Alternatives to Suspension, Restorative Justice, and Bullying Prevention
2. Therapeutic and Social-emotional support for students

Identified Need

Cannabis and nicotine vape use continues. Bullying has increased as a serious issue both in terms of student reports and discipline, as well as community perception. There is an increase in gang polarization in the community, spilling over into the schools. Students and families have reported extreme stress and grief from the COVID-19 pandemic years. Interventions have been expanded in 2021-22, both academic and social emotional. MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions for Alcohol, Tobacco and Other Drugs (ATOD) offenses	10 drug/alcohol/tobacco suspensions in 2019-20 (3 quarters due to COVID-19 closure) out of 31 events, a rate of 32%. 2019-20 referrals to ACS as Alternatives to Suspension: 17 2020-21 referrals to ACS as Alternatives to Suspension: 0 (pandemic closure) 2021-22 referrals as of 5/13/22: 10	With the implementation of Alternatives to Suspension for ATOD in the 2019-20 school year, there was a drop in suspensions for those type of offenses, and those suspended were repeat offenders or selling/distributing. This dropped to 10 by nearly the end of 2021-22. Expected outcome: continuing at 10 or fewer suspensions for ATOD for 4 quarters
Referrals for bullying	7 bullying referrals in 2017-18. 15 bullying referrals in 2018-19.	The number of bullying referrals have gone up over the past 5 years according to Infinite Campus reports, with

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	32 bullying referrals in 2019-20 (3 quarters due to COVID-19 closure). 7 bullying referrals in 2020-21 (closed 3 quarters due to COVID 19) 59 bullying referrals in 2021-22	the exception of the pandemic closure year 2020-21. However, we have made a push to document and label more incidents as bullying and enter them into the disciplinary record. That said, bullying is perceived to be increasing. Expected outcome: with new, funded bullying initiatives in place and restorative justice circles made a part of the disciplinary process, we would expect to see a 50% drop in bullying referrals for 2022-23, at 30 or fewer.
Referrals for causing, attempting, or threatening to cause physical injury	63 referrals in 2017-18. 55 referrals in 2018-19. 58 referrals in 2019-20 (3 quarters due to COVID-19 closure). 0 referrals in 2020-21 (closed 3 quarters due to COVID 19) 95 referrals in 2021-22	Numbers of referrals dropped for several years since 2017-18, but rose in 2021-22. With initiatives in place to teach and solve conflict appropriately, such as Restorative Justice circles, the expected outcome would be 70 referrals or fewer in 2020-21.
Referrals for School Linked Services counseling and Care Solace referrals	22 students were referred to SLS counseling in 2020-21, and 64 in 2021-22, a rise consistent with a return to school in person after the pandemic closure year.	With the return to in-person school, we have seen an expected increase in students who are processing the effects of the pandemic, and may identify more students in need of support. Behavior problems have increased as well. We expect continued increase in need and need for further support services and Tier I interventions at the classroom and school level.
Numbers of students participating in Challenge Day, measurable outcomes in terms of bullying and violence numbers	100 students participated in 2019-2020, and we repeated that after the gap year of 2020-21, in 2021-22	The PTO and district are planning to expand Challenge Day all students in grade 7.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SEL electives and quarter curricula adopted into the master schedule	Wellness Class and 6th grade social-emotional curriculum	We may be able to continue the Wellness classes with new instructors in 2022-23. Educator Effectiveness Grant funding may provide training for better SEL instruction.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Students referred for Alcohol, Tobacco and Other Drugs (ATOD) offenses

Strategy/Activity

Alternatives to Suspension (ATS) for Alcohol, Tobacco and Other Drugs (ATOD), and prevention programs

Rationale for ATS: Suspending kids is very unproductive for academics, and some kids get suspended on purpose to get out of work or away from something they do not want to cope or deal with. Suspensions are not an effective deterrent for many kids, who do not see it as a significant consequence or negative stimulus. Therefore providing alternatives to suspensions can be much more effective in getting students' behavior to change.

For Cunha ATS, parent/student agree to three (3) 2-hour sessions of group counseling in lieu of suspension. Counseling make use of evidence-based practice and the most recent research related to
supporting our youth. This would incorporate aspects of effective programs such as Stanford's Tobacco Prevention Toolkit, Project Alert, and restorative justice procedures.The objectives are to empower students with psycho-education, with self-and socio-cultural understanding, to foster ambivalence around substance usage, and to provide tools for successful navigation of this period of their lives.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
23680	Tobacco-Use Prevention Education 5000-5999: Services And Other Operating Expenditures Using the TUPE Health Disparities Grant to pay for ATOD counseling sessions over three years: 2019-20, 2020-21, 2021-22, and 2022-23 as an

	extension (split between Half Moon Bay HS and Cunha).
40000	Tobacco-Use Prevention Education 1000-1999: Certificated Personnel Salaries Using the TUPE Health Disparities grant to pay for a TUPE Disparities Grant coordinator over three years: 2019-20, 2020-21, 2021-22, and 2022-23 as an extension (split between Half Moon Bay HS and Cunha).
5000	Tobacco-Use Prevention Education 2000-2999: Classified Personnel Salaries Using the TUPE Health Disparities grant to pay for a TUPE Disparities Grant Administrator over three years: 2019-20, 2020-21, 2021-22, and 2022-23 as an extension (split between Half Moon Bay HS and Cunha).

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students referred as offenders, victims, or participants in bullying or causing, attempting to cause, or threatening to cause physical injury.

Strategy/Activity

Continue and expand the use of Restorative Justice Circles

Restorative justice is a theory of justice that focuses on mediation and agreement rather than punishment. Offenders must accept responsibility for harm and make restitution with victims. Restorative justice allows the impacted parties to talk about what happened, how they are feeling about it now, the impact it had on everyone, and ultimately what can be done to make it as right as possible. The restorative approach can help school communities avoid the need for exclusionary discipline and reduce repeated offenses.

The purpose of adopting restorative justice at Cunha is to break the cycle of conflict and violence between individual students and groups/cliques.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	Site Formula Funds 5800: Professional/Consulting Services And Operating Expenditures Training for counselors and other staff to learn to run Restorative Justice circles

10697	Title I 4000-4999: Books And Supplies Materials and supplies for Restorative Justice work

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Bullying Prevention Programs

With Bullying both increasing both as referenced by referrals to discipline and in public perception, Cunha Intermediate and the PTO used the Coastside Gives fundraising event to raise money to pay for effective anti-bullying programs. We will create a bullying committe to research and work with expert agencies to bring programs to Cunha in the 2022-23 school year and beyond.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10000	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 5800: Professional/Consulting Services And Operating Expenditures Bullying prevention programs

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Tier 1 support for all students, as well as targeted counseling and support at the Tier 2 level, and referrals to Tier 3 interventions as needed.

Strategy/Activity

Provide in-class social-emotional support activities. Continue with our social-emotional learning quarter curriculum in 6th grade. Develop social-emotional learning electives in 7th and 8th grade

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
60,000	District Funded 1000-1999: Certificated Personnel Salaries

	Salaries for existing wheel electives, no net cost increase to the district

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Connect with Kids curriculum: Tier 1 Support for all students.

Strategy/Activity

Connect With Kids Network https://connectwithkids.com/about/about-connect-with-kids/ . Connect With Kids provides engaging videos, evidence-based curricula, parent engagement programs, professional development resources and the communications tools that educators and youth-centered organizations need to inspire positive social action and improve community culture. This resource will be available to Cunha teachers, and can be used in the morning homeroom classes.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	District Funded 4000-4999: Books And Supplies Mental Health Student Service Act (MHSSA) funding

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Open to all students, recommendations from counselors for limited places

Strategy/Activity

Challenge Day: Annual event over three days. Expand to all 7th grade students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,000	District Funded 5800: Professional/Consulting Services And Operating Expenditures District commitment to fund Challenge Day
3000	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 0000: Unrestricted Food and beverages

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Therapeutic Class

Strategy/Activity

This is a Tier III SDC class for students with IEPs who have behavioral challenges. The therapeutic class will consist of a teacher, a therapist, and a para, and no more than 10 students. It is designed for students who have behavioral issues that interfere with their ability to access the curriculum and/or have difficulty interacting with peers in a general education setting, or RSP classes

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
200000	District Funded 1000-1999: Certificated Personnel Salaries Salaries for Therapeutic teacher, para, therapist

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Homeroom (Every day before 1st period at 8:30am)

Strategy/Activity

Our new homeroom will be a place students can connect with staff and each other, outside of academic classes, and can recieve social emotional learning, and engagement activities, and discuss important schoolwide events.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	Other 5800: Professional/Consulting Services And Operating Expenditures Educator Effectiveness Grant

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Professional Development around social-emotional supports for students

Strategy/Activity

Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health
services, and other approaches that improve pupil well-being.

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

Amount(s)	Source(s)
2000	Other 5800: Professional/Consulting Services And Operating Expenditures Educator Effectiveness Grant

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Bullying referrals increased over 2019-20 (not counting 2020-21). We clearly have more work to do here, as well as our efforts to record it and take action. Referrals for causing, attempting, or threatening to cause physical injury shot up to 95, well exceeding our expected outcome of 55 referrals

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

We were able to apply resources to the

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

We intend to keep this goal for the 2022-23 school year as we reopen in person, and expand it to include social-emotional supports.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$$26,099.44
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$641,326.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I	$23,496.00
Title III	$2,000.00

Subtotal of additional federal funds included for this school: $25,496.00

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

State or Local Programs	Allocation ($)
District Funded	$397,600.00
None Specified	$0.00
Other	$126,000.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	$17,550.00
Site Formula Funds	$4,000.00
Special Education	$2,000.00
Tobacco-Use Prevention Education	$68,680.00

Subtotal of state or local funds included for this school: $615,830.00

Total of federal, state, and/or local funds for this school: $641,326.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	40855.40	17,359.40
Title III	15248.00	13,248.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	397,600.00
None Specified	0.00
Other	126,000.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	17,550.00
Site Formula Funds	4,000.00
Special Education	2,000.00
Title I	23,496.00
Title III	2,000.00
Tobacco-Use Prevention Education	68,680.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	3,000.00
1000-1999: Certificated Personnel Salaries	543,000.00
2000-2999: Classified Personnel Salaries	5,000.00
4000-4999: Books And Supplies	22,397.00
5000-5999: Services And Other Operating Expenditures	25,679.00
5800: Professional/Consulting Services And Operating Expenditures	39,200.00
None Specified	3,050.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	380,000.00
4000-4999: Books And Supplies	District Funded	7,600.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	10,000.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Other	120,000.00
5800: Professional/Consulting Services And Operating Expenditures	Other	6,000.00
0000: Unrestricted	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	11,500.00
None Specified	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	3,050.00
5800: Professional/Consulting Services And Operating Expenditures	Site Formula Funds	4,000.00
4000-4999: Books And Supplies	Special Education	2,000.00
1000-1999: Certificated Personnel Salaries	Title I	3,000.00
4000-4999: Books And Supplies	Title I	12,797.00
5000-5999: Services And Other Operating Expenditures	Title I	1,999.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	5,700.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	2,000.00
1000-1999: Certificated Personnel Salaries	Tobacco-Use Prevention Education	40,000.00
2000-2999: Classified Personnel Salaries	Tobacco-Use Prevention Education	5,000.00
5000-5999: Services And Other Operating Expenditures	Tobacco-Use Prevention Education	23,680.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	254,700.00
Goal 2	5,000.00
Goal 3	12,249.00
Goal 4	369,377.00

School Site Council Membership

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

1 School Principal

1 Classroom Teachers

3 Other School Staff

3 Parent or Community Members

2 Secondary Students

Name of Members	Role
James Barnes	Principal
Maria Portello-Swagel	Classroom Teacher
Ben Bartel	Other School Staff
Stacy Myrick	Other School Staff
Yadira Ramos	Parent or Community Member
Dena Grover	Other School Staff
Jenny Scarpaci	Parent or Community Member
Loren Shufton	Parent or Community Member
Aya Naito	Secondary Student
Emilia Morales	Secondary Student

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

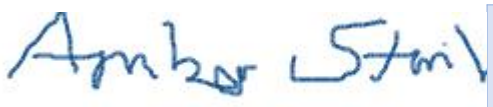
Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: PTO

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

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

This SPSA was adopted by the SSC at a public meeting on May 16, 2022.

Attested:

	Principal, James A. Barnes on May 16, 2022
	SSC Chairperson, Maria Portello-Swagel on May 16, 2022

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Half Moon Bay High School	41688904132817	May 26, 2022	

Purpose and Description

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

Schoolwide Program

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

Resource inequities are reflected in data analysis to include:
A need to support structured literacy for students performing below standard, support for student engagement and social and emotional needs of referred students, support for student literacy to include supplemental support for English Learners, and attention to climate regarding attendance and suspension. These areas are defined as areas of need in the CA Accountability Dashboard and will address both state and local indicators.

Table of Contents

SPSA Title Page 1
Purpose and Description....1
Table of Contents....2
Comprehensive Needs Assessment Components 4
Data Analysis 4
Surveys 4
Classroom Observations....4
Analysis of Current Instructional Program....5
Stakeholder Involvement 8
Resource Inequities 8
School and Student Performance Data 9
Student Enrollment....9
CAASPP Results....11
ELPAC Results 15
Student Population....18
Overall Performance 20
Academic Performance....22
Academic Engagement 33
Conditions & Climate....36
Goals, Strategies, & Proposed Expenditures....38
Goal 1....38
Goal 2....43
Goal 3....47
Goal 4....49
Budget Summary 52
Budget Summary 52
Other Federal, State, and Local Funds 52
Budgeted Funds and Expenditures in this Plan 53
Funds Budgeted to the School by Funding Source....53
Expenditures by Funding Source 53
Expenditures by Budget Reference 53
Expenditures by Budget Reference and Funding Source 53
Expenditures by Goal....53
School Site Council Membership 54
Recommendations and Assurances 55
Instructions....56

Instructions: Linked Table of Contents 56
Purpose and Description 57
Stakeholder Involvement 57
Resource Inequities 57
Goals, Strategies, Expenditures, & Annual Review 58
Annual Review 59
Budget Summary 60
Appendix A: Plan Requirements 62
Appendix B: 65
Appendix C: Select State and Federal Programs 67

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

During the 2021-2022 school year, teachers were surveyed about our Super Tuesday Professional Development days and if the intended outcomes were met. Because of the complete change in instruction due to the COVID pandemic, many changes were made to address the issues and concerns that arose during the course of the school year. Overall, the response to the peer-conducted workshops related to social justice and instructional practices was favorable.

Additionally, teachers participating in the technology cohort were interviewed about the devices, the inclusion of technology into lessons and instruction, and their preference of devices. Results from the survey indicate that teachers want more training and differentiated workshops based on expertise.

In addition, seniors are annually surveyed with the Panaroma Survey about their overall high school experience and to provide information pertaining to post-secondary paths and opportunities. Students generally feel safe on campus and connect with adults. 92% of seniors go on to post-secondary institutions with the remaining entering the military, work, or gap year abroad options.

Classroom Observations

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

Teachers are formally evaluated per the negotiated CUTA contract. Permanent teachers are formally evaluated every other year and have one classroom observation of no less than 30 minutes. Temporary and probationary teachers are formally observed twice a year.

Administrators conduct walk-throughs, (not this year due to most instruction being conducted remotely) informal observations. Department chairs are encouraged to observe department members to collaborate on best teaching and instructional practices. New teachers who participate in the BTSA program observe veteran teachers to gain classroom management skills and instructional practices.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

We use common assessments and benchmark exams which help to inform teachers of gaps and areas in need of modification or reteaching.

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

We are continuing to fully implement Common Core State Standards (CCSS), and working to create Smarter Balanced Assessment Consortium (SBAC) like exams. In addition, we will utilize the online interim SBAC assessment.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Met requirements.

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

Ongoing professional development are available. Professional Development will include Common Core State Standards (CCSS) throughout all subject areas, and working to review and adopt new materials, particularly to support our English Language Learners (ELL) population and at-promise students.

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

The Professional Development Plan is focused on the implementation to the CCSS, SBAC, and ELD as well as our continued focus and commitment to implementing AVID strategies school-wide. We are also focused this year on designing and delivering lessons effectively via remote teaching/learning due to most students learning remotely because of the Pandemic.

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

Each department chairperson guides their department and leads the individual department goals. The HS administration supports professional development for teachers through the use of site funds, LCAP money, and with the support of the PTO.

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

Wednesday morning collaboration time is designated for subject area collaboration. Department Chairs make up the Academic Council. They set the agendas for their department and make decisions regarding what Professional Development is needed and requested. Some departments have acquired grants which provide release periods or days so that the entire department can meet and collaborate.
We have a parent group, the Half Moon Bay High Parent Teacher Organization that provides a set amount of funds to support teachers attending more professional developments.

Teaching and Learning

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

The math department has adopted "College Prep Math" in some subject areas to further address the shift to CCSS. Additionally, members of the English department worked to align the advanced pathway and will now revise pacing guides for the college preparatory/traditional pathway to align it with the CCSS. The Science department is also integrating the Next Generation Science Standards. The Social Studies department is working on the new Social Studies Standards as well as starting working on creating an Ethnic Studies Course that will roll out for the 2022 - 2023 school year. The Agriculture Department has developed an entirely new CTE pathway and Industrial arts is working on a Building and Construction pathway. We are considering a computer science pathway, but that has not been determined yet.

All departments will work on developing pacing guides and common assessments.

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

Not Applicable.

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

Not Applicable.

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

In Compliance with ESEA

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

All disciplines are reviewing instructional materials to ensure they are aligned to the CCSS. Social Studies, Science and English departments recently proposed textbook adoptions with a thematic approach to instruction that is aligned to the College Board and Advanced Placement curriculum as well as in the college preparatory/traditional pathway.

Opportunity and Equal Educational Access

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

AVID, Co-taught classes, Ehanced courses, ELD, credit recovery.

Evidence-based educational practices to raise student achievement

AVID Courses, AVID techniques used throughout the school, English Language Development classes (ELD). All teachers are Crosscultural Language and Academic Development (CLAD) or SDAIE certified.

Parental Engagement

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

ELAC, DELAC, Migrant Program, Community Liaison, partnership with the Boys and Girls Club of the Coastside, Health and Wellness committee and after school tutoring program in the school library.

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

School Site Council meets monthly to review categorical spending and the implementation of the SPSA. Chamber of Commerce works with senior English students on resume building and job interviewing skills.

Funding

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

Recommendations for the allocation of Title funds are for the following:
Title I
Supplies and Materials for ELD and SDAIE classes;
Conference fees for instructor professional development;
Field Trips to colleges, universities, trade schools, and businesses.
All of the above is in addition to what is in the LCAP and being funded by LCFF such as AVID, Achieve 3000, Edgenuity credit recovery, 3 sections of ELD and summer school.

Fiscal support (EPC)

The Cabrillo Unified School District provides fiscal support for our school site to meet the state required components in supporting academic and social emotional student achievement all aligned to the Common Core State Standards and our Local Control Accountability Plan (LCAP).

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Each of the many stakeholder groups was consulted as part of the process of developing, reviewing, and updating the SPSA, School Plan for Student Achievement.
* Teachers and Certificated Staff: During the course of two "whole staff" meetings, the goals were reviewed and input was gathered.
* Academic Council - Consisting of the Department Chairpersons, SPSA goals were identified and their input was gathered.
* ELAC, English Learner Advisory Committee - consisting primarily of parents, but has some staff members included, there was an educational component of what the LCAP and SPSA are, and the importance of these documents. Once the training was completed, the SPSA goals were identified and their input was gathered.
* School Site Council - This was the group that gathered all the input of the various stakeholder groups, and was the primary creators of the SPSA.

Resource Inequities

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

Resource inequities are reflected in the data analysis and highlight needs to support structured literacy for students performing below standard, to increase English Language Development among English Learners via supplemental supports, to increase student engagement, to provide additional supports in addressing the social-emotional needs of referred students, and to improve school climate with regard to attendance and suspension. These areas are defined as areas of need within the CA Accountability Dashboard.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	275	284	283
Grade 10	250	274	270
Grade 11	253	252	257
Grade 12	223	263	250
Total Enrollment	1,001	1,073	1,060

Conclusions based on this data:

1. The Hispanic/Latino subgroup has gradually increased to become our largest population at 51%.
2. The White subgroup has gradually decreased to the 2nd largest population at 40%
3. Our total enrollment numbers are stable, hovering a little above 1000 students.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	77	109	87	7.7%	10.2%	8.2%
Fluent English Proficient (FEP)	387	397	393	38.7%	37.0%	37.1%
Reclassified Fluent English Proficient (RFEP)	35	9	33	36.8%	11.7%	30.3%

Conclusions based on this data:

1. Our EL numbers have dropped significantly over the past three years, from 10.2% to 8.2% this year, and our numbers of reclassified students have increased from 11.7% to 30.3% this year.
2. Both the Cabrillo USD and Half Moon Bay HS have made a serious effort to help our EL population gain the skills they need to be reclassified.
3. We have redesigned our ELD courses/pathways for all EL students. We have added an ELD department chair, and have provided extensive professional development in aligning Common Core State Standards, ELD standards, and AVID instructional strategies for all teaching staff.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	221	249		209	238		208	238		94.6	95.6	
All Grades	221	249		209	238		208	238		94.6	95.6	

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2607.	2594.		31.25	26.89		29.81	30.25		17.79	19.75		21.15	23.11	
All Grades	N/A	N/A	N/A	31.25	26.89		29.81	30.25		17.79	19.75		21.15	23.11	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	39.90	33.19		38.46	39.08		21.63	27.73	
All Grades	39.90	33.19		38.46	39.08		21.63	27.73	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	34.63	35.71		37.56	45.38		27.80	18.91	
All Grades	34.63	35.71		37.56	45.38		27.80	18.91	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	29.95	25.21		57.00	56.30		13.04	18.49	
All Grades	29.95	25.21		57.00	56.30		13.04	18.49	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	39.61	31.93		41.06	42.86		19.32	25.21	
All Grades	39.61	31.93		41.06	42.86		19.32	25.21	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. NOTE: This is 3-year-old data due to COVID-19 Pandemic which led to the cancellation of CAASPP.

   In high school, only 11th grade students are tested, so we do not see cohort data. We only get a snapshot of each class moving through. We did give the CAASPP test to our 11th-grade students this year.

2. NOTE: This is 3-year-old data due to COVID-19 Pandemic which led to the cancellation of CAASPP. We did give the CAASPP test to our 11th-grade students this year.

   Our percentage of students taking the exam is stable and increasing slightly, with last year's percentage at 95.6%.

3. NOTE: This is 3-year-old data due to the COVID-19 Pandemic which led to the cancellation of CAASPP. We did give the CAASPP test to our 11th-grade students this year.

   We saw a slight decrease in overall achievement in ELA, with 26.89% exceeding the standard, and decreases in Reading, Writing, Listening, and particularly in Research//Inquiry, moving from 39.61% to 33.19%. Also, below standard numbers for each claim have slightly increased this year.
   We conclude that our score improvements generally over the years are a result of our messaging that this test is serious, and can help with CSU acceptance. In addition, the teachers continue to adapt and improve the Common Core curriculum and instruction, which is evidenced particularly by the increase in the Research//Inquiry scores.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	221	249		209	239		209	239		94.6	96	
All Grades	221	249		209	239		209	239		94.6	96	

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2600.	2577.		22.49	21.34		21.53	15.48		22.97	20.08		33.01	43.10	
All Grades	N/A	N/A	N/A	22.49	21.34		21.53	15.48		22.97	20.08		33.01	43.10	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	35.89	27.62		22.49	23.43		41.63	48.95	
All Grades	35.89	27.62		22.49	23.43		41.63	48.95	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	22.01	21.76		42.11	40.17		35.89	38.08	
All Grades	22.01	21.76		42.11	40.17		35.89	38.08	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	24.88	26.36		51.20	43.51		23.92	30.13	
All Grades	24.88	26.36		51.20	43.51		23.92	30.13	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. NOTE: This is 3-year-old data due to the COVID-19 Pandemic which led to the cancellation of CAASPP. We did give the CAASPP test to our 11th-grade students this year.

   We had an almost 18% increase in Mathematics CAASPP participation rate

2. NOTE: This is 3-year-old data due to COVID-19 Pandemic which led to the cancellation of CAASPP. We did give the CAASPP test to our 11th-grade students this year.

   We had an overall slight decrease in crease in math standards met or exceeded

3. NOTE: This is 3-year old data due to COVID-19 Pandemic which led to the cancellation of CAASPP. We did give the CAASPP test to our 11th-grade students this year.

   We had an overall increase of almost % in communicating reasoning in the % of students who scored above standard.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	**Overall**			**Oral Language**			**Written Language**			**Number of Students Tested**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
9	1541.3	1542.2	1531.7	1549.5	1549.2	1521.0	1532.4	1534.8	1541.9	18	21	23
10	1506.8	*	1545.3	1509.3	*	1542.6	1503.8	*	1547.6	15	8	23
11	1524.6	1529.8	*	1514.5	1496.9	*	1534.1	1562.4	*	12	19	5
12	*	*	1403.6	*	*	1390.2	*	*	1416.8	*	9	11
All Grades										51	57	62

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
9	*	14.29	4.55	*	33.33	31.82	*	33.33	54.55	*	19.05	9.09	18	21	22
10	*	*	9.09	*	*	40.91	*	*	45.45	*	*	4.55	15	*	22
11	*	0.00	*	*	47.37	*	*	21.05	*	*	31.58	*	12	19	*
12	*	*	0.00	*	*	18.18	*	*	18.18	*	*	63.64	*	*	11
All Grades	*	7.02	5.00	37.25	43.86	35.00	25.49	26.32	41.67	*	22.81	18.33	51	57	60

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
9	*	33.33	9.09	*	33.33	50.00	*	14.29	27.27	*	19.05	13.64	18	21	22
10	*	*	22.73	*	*	45.45	*	*	31.82	*	*	0.00	15	*	22
11	*	5.26	*	*	42.11	*	*	15.79	*	*	36.84	*	12	19	*
12	*	*	0.00	*	*	18.18	*	*	18.18		*	63.64	*	*	11
All Grades	45.10	19.30	15.00	27.45	45.61	40.00	*	12.28	26.67	*	22.81	18.33	51	57	60

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	0.00	0.00	*	19.05	18.18	*	38.10	59.09	*	42.86	22.73	18	21	22
10	*	*	0.00	*	*	22.73	*	*	50.00	*	*	27.27	15	*	22
11		5.26	*	*	21.05	*	*	42.11	*	*	31.58	*	12	19	*
12		*	0.00	*	*	0.00	*	*	27.27	*	*	72.73	*	*	11
All Grades	*	1.75	0.00	25.49	22.81	15.00	31.37	42.11	51.67	37.25	33.33	33.33	51	57	60

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	14.29	0.00	*	66.67	72.73	*	19.05	27.27	18	21	22
10	*	*	9.09	*	*	72.73	*	*	18.18	15	*	22
11	*	0.00	*	*	52.63	*	*	47.37	*	12	19	*
12	*	*	0.00	*	*	18.18	*	*	81.82	*	*	11
All Grades	27.45	5.26	3.33	52.94	64.91	61.67	*	29.82	35.00	51	57	60

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	61.11	71.43	63.64	*	14.29	27.27	*	14.29	9.09	18	21	22
10	*	*	66.67	*	*	33.33	*	*	0.00	15	*	21
11	*	52.63	*	*	21.05	*	*	26.32	*	12	19	*
12	*	*	36.36	*	*	18.18		*	45.45	*	*	11
All Grades	58.82	66.67	61.02	29.41	17.54	27.12	*	15.79	11.86	51	57	59

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	4.76	0.00	*	33.33	54.55	*	61.90	45.45	18	21	22
10	*	*	9.09	*	*	54.55	*	*	36.36	15	*	22
11	*	10.53	*	*	57.89	*	*	31.58	*	12	19	*
12		*	0.00	*	*	18.18	*	*	81.82	*	*	11
All Grades	*	5.26	3.33	37.25	49.12	46.67	52.94	45.61	50.00	51	57	60

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	0.00	0.00	*	85.71	90.91	*	14.29	9.09	18	21	22
10	*	*	0.00	*	*	85.71	*	*	14.29	15	*	21
11	*	10.53	*	*	73.68	*	*	15.79	*	12	19	*
12		*	0.00	*	*	45.45		*	54.55	*	*	11
All Grades	23.53	8.77	1.69	62.75	77.19	76.27	*	14.04	22.03	51	57	59

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. NOTE: This is 3-year-old data due to the COVID-19 Pandemic which led to the cancellation of CAASPP. We did give the CAASPP test to our 11th-grade students this year.
2. This is only the second year ELPAC summative results are available and we saw and increase of 1% from the previous year. We did give the CAASPP test to our 11th-grade students this year.
3. An asterisk (*) appears on public reports to protect student privacy when 10 or fewer students had valid test scores.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1060	**44.3**	**8.2**	**0.1**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	87	8.2
Foster Youth	1	0.1
Homeless	12	1.1
Socioeconomically Disadvantaged	470	44.3
Students with Disabilities	129	12.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	0.4
American Indian or Alaska Native		
Asian	16	1.5
Filipino	13	1.2
Hispanic	549	51.8
Two or More Races	53	5.0
Native Hawaiian or Pacific Islander	2	0.2
White	423	39.9

Conclusions based on this data:

1. Out largest Student group by Race/Ethnicity is Hispanic who make up 51.7% of the student body. The only other statistically significant student group based on Race/Ethnicity is White which make up 40.8% of the students.

2. The trend that has moved Hispanic into the largest student group by Race/Ethnicity continues.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Graduation Rate** Yellow	**Suspension Rate** Orange
Mathematics Yellow		
College/Career Green		

Conclusions based on this data:

1. NOTE: This is 2-year-old data due to the COVID-19 Pandemic which led to the suspension in our CA Dashboard Data collection measures.

   SUSPENSION RATE: Over the course of the past number of years, we have made significant progress reducing the Suspension rate for all reported sub-groups until this past year which has seen a slight uptick in suspensions. We conclude the primary reason for the increase in the suspension rate is due to increase in the significant rise in the popularity of "vaping." The trend was witnessed across all subgroups.

   GROUPS:
   All Students: Slight increase of all students suspended by 1.3%.
   English Learners: Increased by 2.9%.
   Socioeconomically Disadvantaged: Increase of 1.6%.
   Students with Disabilities: Increase of 1%.
   Hispanic: Increase of 1%.
   White: Increase of 1.2%

2. NOTE: This is 2-year-old data due to the COVID-19 Pandemic which led to the suspension in our CA Dashboard Data collection measures.

ENGLISH LEARNER PROGRESS: We have slipped slightly from the previous year in overall English Learner Progress. However, as more students are reclassified out of the EL category, this is most likely a reflection of the students who are the most in need of intensive EL instruction and progress.

GROUPS:
The Dashboard indicator for English Learner progress decreased this past year by 3.4%

3. NOTE: This is 2-year-old data due to the COVID-19 Pandemic which led to the suspension in our CA Dashboard Data collection measures.

GRADUATION RATE: We have made significant progress increasing the graduation rate for all reported subgroups until this past year where we have seen a slight drop.

GROUPS:
All Students: There was a slight decrease in the overall graduation rate by 3.2%, yet the overall graduation rate is at 93.6%.
English Learners: The graduation rate for this subgroup of students has "Declined Significantly" - with a 12.7% decline
Socioeconomically Disadvantaged: Decreased by 8.1%.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
2	1	0	0	1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Red	No Performance Color
13.3 points above standard	125.6 points below standard	0 Students
Declined -9.7 points	Declined -3.4 points	
236	49	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Red	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	52.5 points below standard	81 points below standard
2	Declined Significantly -17.9 points	Increased Significantly ++38.5 points
	114	24

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 44.8 points below standard Declined Significantly -19.4 points 128	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	No Performance Color 0 Students	Blue 84.7 points above standard Increased Significantly 96

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
156.8 points below standard Declined -13.6 points 19	106.2 points below standard Increased ++4.6 points 30	74 points above standard Increased ++10.7 points 115

Conclusions based on this data:

1. Does not apply: grades 3 - 8 only

2. NOTE: This is 2-year-old data due to the COVID-19 Pandemic which led to the suspension in our CA Dashboard Data collection measures.

   While increases continue in the English-only and Reclassified English Learners, there has been a decrease in the performance of the Current English Learners. We believe this is due once again to the fact that now we have reclassified more of our English Learners, the Current English Learner population needs the most significant support to boost their performance.

3. NOTE: This is 2-year-old data due to the COVID-19 Pandemic which led to the suspension in our CA Dashboard Data collection measures.

   We are heartened by the significant increase by the Students with Disabilities subgroup in all areas. We feel this is due to increased number of Special Education Teachers and more co-taught classes.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
1	2	0	1	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Red	
48.2 points below standard	189.3 points below standard	
Declined Significantly -21.3 points	Declined Significantly -32.5 points	
236	49	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	111.4 points below standard	162.9 points below standard
2	Declined -13.2 points	Increased Significantly ++18.6 points
	114	24

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
			
	No Performance Color	No Performance Color	No Performance Color
	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
	1	2	3
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Orange	No Performance Color		Green
110.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy		23.3 points above standard
Declined Significantly -21.5 points	6		Increased ++9.4 points
128			96

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
182.2 points below standard	194 points below standard	11.9 points above standard
Declined -6.7 points	Declined Significantly -46.9 points	Declined -10.7 points
19	30	115

Conclusions based on this data:

1. Does not apply: grades 3 - 8 only

2. NOTE: This is 2-year-old data due to the COVID-19 Pandemic which led to the suspension in our CA Dashboard Data collection measures.

   While increases continue in the English only and Reclassified English Learners, there has been a decrease in the performance of the Current English Learners. We believe this is due once again to the fact that now we have reclassified more of our English Learners, the Current English Learner population needs the most significant support to boost their performance.

3. NOTE: This is 2-year-old data due to the COVID-19 Pandemic which led to the suspension in our CA Dashboard Data collection measures.

   We are heartened by the significant increase by the Students with Disabilities subgroup in all areas. We feel this is due to increased number of Special Education Teachers and more co-taught classes.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Color
50 making progress towards English language proficiency
Number of EL Students: 50
Performance Level: Low

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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

1. NOTE: This is 2-year-old data due to the COVID-19 Pandemic which led to the suspension in our CA Dashboard Data collection measures.

   Materials and training increased focus on the outcomes expected by the ELD teachers, and all staff across the board has supported growth in this area.

2. NOTE: This is 2-year-old data due to the COVID-19 Pandemic which led to the suspension in our CA Dashboard Data collection measures.

   The summer support classes to help students prepare to reclassify has been helpful.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	235	100
African American	2	0.9
American Indian or Alaska Native		
Asian	3	1.3
Filipino	5	2.1
Hispanic	118	50.2
Native Hawaiian or Pacific Islander	1	0.4
White	94	40
Two or More Races	12	5.1
English Learners	31	13.2
Socioeconomically Disadvantaged	108	46
Students with Disabilities	23	9.8
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	51	22
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	13	11.3
Native Hawaiian or Pacific Islander		
White	32	34
Two or More Races	4	33.3
English Learners	0	0
Socioeconomically Disadvantaged	12	11.4
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races	0	0
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	2	0.9
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	1	1.1
Two or More Races	1	8.3
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races	0	0
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races	0	0
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students	13	5.5
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	8	6.8
Native Hawaiian or Pacific Islander		
White	5	5.3
Two or More Races	0	0
English Learners	0	0
Socioeconomically Disadvantaged	7	6.5
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races	0	0
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	35	14.9
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	24	20.3
Native Hawaiian or Pacific Islander		
White	9	9.6
Two or More Races	1	8.3
English Learners	0	0
Socioeconomically Disadvantaged	21	19.4
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. NOTE: This is 2-year-old data due to the COVID-19 Pandemic which led to the suspension in our CA Dashboard Data collection measures.

   An increase in our AVID program, along with consistently supporting many staff members to attend the AVID summer training is helping us better support our students. Strong AVID practices are in place in almost every classroom as AVID-trained teachers have done some workshops on making sure all teachers can use at least some strong AVID practices.

2. NOTE: This is 2-year-old data due to the COVID-19 Pandemic which led to the suspension in our CA Dashboard Data collection measures.

   The AVID teachers take the Junior level AVID students on a four-day overnight trip to Southern California to explore at least 10 Universities.

3. NOTE: This is 2-year-old data due to the COVID-19 Pandemic which led to the suspension in our CA Dashboard Data collection measures.

   CTE programs - we have an Agriculture CTE pathway (plant science) and are currently working on developing a Construction pathway.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. This information was not reported on the State Dashboard for any school in the State for this year.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	**Number of Students in the Graduation Rate**	**Number of Graduates**	**Number of Fifth Year Graduates**	**Graduation Rate**
All Students	235	212	3	90.2
English Learners	31	21	2	67.7
Foster Youth				
Homeless				
Socioeconomically Disadvantaged	108	93	3	86.1
Students with Disabilities	23	15	0	65.2
African American	2		0	
American Indian or Alaska Native				
Asian	3		0	
Filipino	5		0	
Hispanic	118	102	3	86.4
Native Hawaiian or Pacific Islander	1		0	
White	94	88	0	93.6
Two or More Races	12	12	0	100

Conclusions based on this data:

1. NOTE: This is 2-year-old data due to the COVID-19 Pandemic which led to the suspension in our CA Dashboard Data collection measures.

   An increase in our AVID program, along with consistently supporting many staff members to attend the AVID summer training is helping us better support our students. Strong AVID practices are in place in almost every classroom as AVID-trained teachers have done some workshops on making sure all teachers can use at least some strong AVID practices.

2. NOTE: This is 2-year-old data due to the COVID-19 Pandemic which led to the suspension in our CA Dashboard Data collection measures.

   An increase in early interventions and support from the counselors on identify struggling students and then giving them and their families extra attention and focus.

3. NOTE: This is 2-year-old data due to the COVID-19 Pandemic which led to the suspension in our CA Dashboard Data collection measures.

An increase in "Credit Recovery" courses offered both during the course of the school year in addition to Summer School has allowed students to recover their credits. Also, we have two adult experts (Ph.d. Chemistry, Masters - Computer Science - who voluntarily tutor for free at lunch twice a week. Also, we have student tutors and have after-school "homework" club.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	5	0	0	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	
4.5	6.7	
Increased +1.3	Increased +2.9	
1033	90	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
7.7	4.8	5.7
13	Increased +1.6	Increased +1
	480	105

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data 3	Less than 11 Students - Data 3	0	0
		Maintained 0	Maintained 0
		16	16
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
4.8	5.1	Less than 11 Students - Data 1	4.6
Increased +1.5	Increased +1.6		Increased +1.2
518	39		437

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	3.2	4.5

Conclusions based on this data:

1. NOTE: This is 2-year-old data due to the COVID-19 Pandemic which led to the suspension in our CA Dashboard Data collection measures.

   Despite the programs put into place over the past three years having a positive impact in all areas of reducing the suspension rate to all subgroups reported until this past year, the increase in the national level of popularity of student vaping has reversed some very positive trends. Over the past three years, Half Moon Bay High School has implemented a series of programs and initiatives that appear to be reducing the suspension rates:

   * The Positive Behavior Intervention and Supports (PBIS) program has become an integral part of the fabric of the school, however, we are concerned with the long-term viability of this significant program as funding for this has ended.
   * The Leadership Class has developed a "Kindness Campaign"
   * The creation of a student lead group who created the "One of a Kindness" campaign.
   * The Peer Counselor Class where students support their peers.
   * The increase in Social/Emotional Counseling available to our students, supported by the District through School Linked Services and the High School Health and Wellness Committee
   * Increased focus of students on graduation and academic success.
   * Creation of the "Vape Escape" team of students lead by a parent volunteer to get the word out to students that "vaping" is dangerous.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academic Achievement: Literacy and Reclassification

LEA/LCAP Goal

All students shall have the necessary academic skills so they are college and career ready. There shall be a particular focus on literacy and reclassification of the district English Language Learner students.

Goal 1

By June 2023, increase the overall academic success of all students.

- UC/CSU Eligibility will be increased by 1%
- ELA CAASPP Proficiency Rates will increase by at least 1%

* Increasing focus on English Language Arts, and placing special emphasis upon students within the statistically under-performing subgroup of English Language Learners and our students receiving special education
services
* Using lessons based on Common Core State Standards and increased AVID strategies used in all classrooms

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
UC/CSU Eligibility based on graduating senior transcript review	52.2% UC/CSU Eligibility	At least 53.2% UC/CSU Eligibility
ELA Interim Assessment Block/CAASPP Proficiency	Mean Scale Score of 2610.2 for 11th grade students, baseline to be established for 9-10th grade students	At least a 1% increase in the mean scale score to 2871
Reclassification Rate for EL students	46.6% Reclassification rate	Not to fall below a rate of 10%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Continue to provide supplemental professional development for ELD teachers around new curriculum being adopted and time to create and collaborate as a department

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

Amount(s)	Source(s)
	None Specified None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Continue to purchase supplemental materials and classroom supplies to support academic language development

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

Amount(s)	Source(s)
	None Specified None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Unique Technology for ELD teachers that will enhance the teaching and learning for students

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

Amount(s)	Source(s)
	None Specified None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students at Risk

Strategy/Activity

Professional Development to better support our students who are at risk

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	None Specified None Specified

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Graduating Seniors

Strategy/Activity

Senior Student Survey conducted by Counseling Department to determine why students did, or did not make UC/CSU eligibility

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	None Specified None Specified

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Planning presentations to 9th-11th graders in the Fall of 2021-22 on the importance of a-g eligibility

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

Amount(s)	Source(s)
0	

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase technology for teachers that will enhance the teaching and learning for students

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

Amount(s)	Source(s)
	None Specified None Specified

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Data for A-G readiness, AP performance, CTE pathway, CAASPP performance, and AVID university acceptance rates is not available at this time, but will be evaluated during initial School Site Council meetings for the 2022-2023 academic year.

Our graduating 12th grade students improved A-G Readiness from 51.88% (2019-2020) to 60% (2020-2021). The CAASPP was not administered during the 2020-2021 academic year.

HMBHS continues to devote professional development centered around improving site-wide literacy and the use of AVID WICOR strategies. Our goal is to have all content areas to promote comprehensive literacy for all students, particularly our designated and integrated ELD populations and at-promise populations.

We continue to create a Master Schedule that included co-taught model for our SPED students in English, Math, and Science.

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

There aren't any major differences between the intended implementation and the articulated goal.

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

There are no changes with this goals measures.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

College and Career Readiness

LEA/LCAP Goal

Increase the percentage of students who are engaged in curriculum that prepares them to be college or career ready. Maintain the percentage of students (100%) who have access to a technological device (Chromebook)

Goal 2

Reduce the barriers which can prevent all students from accessing Honors, Advanced Placement, Duel Enrollment and AVID Courses. Maintain access to technology devices (Chromebook) at 100% of our students.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CSU and UC eligibility rate	UC/CSU A-G eligibility rates 2021 - 2022 School Year	Increase from 2021-2022
AP, Advanced, and Early College enrollment by Subgroups	AP enrollment increase	AP enrollment increase from 2021-2022
Access in the Classroom and whole school to advanced technology device (ChromeBook)	All students currently receive a Chromebook	All students will have their own 1-to-1 device, checked out to them for their use in all 4 years at HMBHS and at home

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Students enrolled in Honors, Advanced Placement, Dual Enrollment and AVID refect the general demographics of the student body.

Strategy/Activity

School Site Council, Staff, Administration and District Level Discussions on ways to move HMBHS closer to Goal # 2

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

Amount(s)	Source(s)
	None Specified None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

AVID Students

Strategy/Activity

Support AVID student visits to colleges and universities and give opportunities for all students for college visits, as we look to continue to support the college going culture and awareness on our campus; to support our students who are at risk of failing.

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

Amount(s)	Source(s)
	None Specified None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All AVID Students

Strategy/Activity

Supplementary materials to support and facilitate instruction for AVID teachers.

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

Amount(s)	Source(s)
	None Specified None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All students will have access to Chromebooks either in their classroom or at home

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

Amount(s)	Source(s)
0	District Level Funded

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

	None Specified None Specified

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

We continue to focus on College and Career Readiness for our students. We have done this by offering 21 AP courses. Our participation in these courses from our Hispanic population continues to increase as does it sitewide for all students.

We will have formal dual enrollment course this upcoming school year and encouraging greater participation with concurrent enrollment with the College of San Mateo system.

Our CTE pathways in Agriculture and Natural Resources and Construction and Building Trades continue to have robust student interest. We hope to begin a Computer Science CTE pathway for the 2023-2024 academic year.

CUSD continues to provide one-to-one Chromebooks for our students.

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

There are no any major differences between the intended implementation and articulated goals.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There will be no changes to this goal.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Communication Plan to Support Parent Involvement

LEA/LCAP Goal

Implement a stakeholder communication plan to support parental involvement.

Goal 3

By March 2023, adopt an integrated communication system to inform parents, staff, and students of critical information, including in emergencies. Increase consistent information to our local media, and research and consider integrating our social media presence.

Identified Need

A more comprehensive communications system for all students, parents, staff

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Implementation of the stakeholder communication system.	Current scattered, ad-hoc communication systems	An integrated system for all avenues of communication

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, as well as families, will be served by this system.

Strategy/Activity

Work with the District to review and adopt an integrated communication system.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified

	District Funded

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

HMBHS continues to maximize its use of Messenger and email communication to our families.

HMBHS will continue to improve its translation services for our non-English speaking population to be truly comprehensive.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences between the intended implementation and budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There are no changes to this goal.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Positive School Climate: Safe and Supported Schools

LEA/LCAP Goal

Create a positive school climate where students feel safe and supported.

Goal 4

Increase the number of services available to students, including Social/Emotional Health Services, student positive behavior education, and continue PBIS and MTSS to support a positive climate on our campus.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Hours of mental health counseling provided	137 Hours provided	The perceived need is large and growing so we expect more service hours to be provided.
Alternative to Suspension Referrals	Referrals due to drug/alcohol use, anger management	increased services available provide support.
Number of students participating in Positive Psychology	Maintain enrollment in this course of study	Maintain enrollment in this course of study
Enrollment in the Kindness Campaign group	Formal enrollment in the Kindness Campaign during Advisory.	At least 24 students formally enrolled.
Number of students participating in Wellness Week	About 20 students participated daily	At least 20 students participate daily
Number of students participating in Challenge Day/		At least 100 students will participate in 2022-23
Continuation of PBIS work through the Leadership Team	PBIS team worked on Tier II implementation.	PBIS work will continue integrated with the site Leadership team goals.
Continued MTSS focus		Students and staff will better understand utilize proven MTSS strategies.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Continue the work of the Health & Wellness Committee	Monthly meetings of the team and its subcommittees	Continued interest in addressing issues of concern with student wellness, through monthly meetings and implementation of recommendations.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue to expand student Social/Emotional and Mental health services and accessibility, as well as positive behavior education and support. This service will be supported and primarily paid from other funding sources.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified None Specified Work with all the groups to make sure students are supported. This will be supported and paid from other funding sources.

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Monthly meetings of the Health and Wellness Committee to focus on student well-being

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

	None Specified None Specified Will provide services to the students to support their social/emotional well-being

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

HMBHS as called attention to MTSS and PBIS throughout this school year during professional development. Attending to learning loss and the social emotional learning challenges have been presented upon and discussed. Work on this will continue the following school year.

Our counseling team began SEL presentations during scheduled Personal Learning Plan days throughout the year.

Working with our district partners with School-Linked Services we have expanded therapeutic counseling to address the social-emotional well being of our students.

We have continued to implement our Alternative to Suspension program by working with both our Specialized Program Coordinator for mental health services as well as contracting with Adolescent Counseling Services.

Courses such as Positive Psychology and the One of a Kindness Campaign continue to have robust student interest

Our Health and Wellness Committee continues to grow and meets monthly.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences between the intended implementation and the budgeted expenditures to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There are no changes to this goal.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$0.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
	$0.00
None Specified	$0.00

Subtotal of state or local funds included for this school: $0.00

Total of federal, state, and/or local funds for this school: $0.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I		
None Specified		

Expenditures by Funding Source

Funding Source	Amount
	0.00
None Specified	0.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
None Specified	None Specified	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	0.00
Goal 2	0.00
Goal 3	0.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

2 Secondary Students

Name of Members	Role
	Principal
	Classroom Teacher
	Classroom Teacher
	Classroom Teacher
	Other School Staff
	Parent or Community Member
	Parent or Community Member
	Parent or Community Member
	Secondary Student
	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

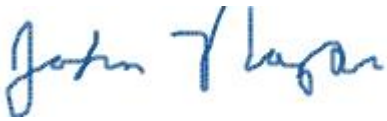
Signature	Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May, 26, 2022.

Attested:



Principal, John Nazar on 5/26/2022

SSC Chairperson, Giacomo Carter on 5/26/2022

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pilarcitos High School	41688904130027	May 18, 2022	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Resource inequities are reflected in data analysis to include:
a need to support structured literacy for students performing below standard, support for student engagement and social and emotional needs of referred students, support for student literacy to include supplemental support for English Learners, and attention to climate regarding attendance and suspension. These areas are defined as areas of need in the CA Accountability Dashboard and will address both state and local indicators.

Table of Contents

SPSA Title Page 1
Purpose and Description 1
Table of Contents 2
Comprehensive Needs Assessment Components 4
- Data Analysis 4
- Surveys 4
- Classroom Observations 4
- Analysis of Current Instructional Program 4

Stakeholder Involvement 7
Resource Inequities 8
School and Student Performance Data 9
- Student Enrollment 9
- CAASPP Results 11
- ELPAC Results 15
- Student Population 18
- Overall Performance 20
- Academic Performance 21
- Academic Engagement 32
- Conditions & Climate 34

Goals, Strategies, & Proposed Expenditures 36
- Goal 1 36
- Goal 2 39
- Goal 4 42

Budget Summary 46
- Budget Summary 46
- Other Federal, State, and Local Funds 46

Budgeted Funds and Expenditures in this Plan 47
- Funds Budgeted to the School by Funding Source 47
- Expenditures by Funding Source 47
- Expenditures by Budget Reference 47
- Expenditures by Budget Reference and Funding Source 47
- Expenditures by Goal 47

School Site Council Membership 48
Recommendations and Assurances 49
Instructions 50
- Instructions: Linked Table of Contents 50

Purpose and Description 51
Stakeholder Involvement 51
Resource Inequities 51
Goals, Strategies, Expenditures, & Annual Review 52
Annual Review 53
Budget Summary 54
Appendix A: Plan Requirements 56
Appendix B: 59
Appendix C: Select State and Federal Programs 61

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Pilarcitos High School has a staff of 8 which includes 4 teachers, an administrative assistant, a school community relations assistant, a mental health specialist/clinical supervisor, and a principal. Informal surveys regarding student achievement, curriculum adoption, master scheduling, and school climate are held regularly at weekly staff meetings. Students are surveyed on a regular basis both individually and as a group regarding school climate, course offerings and site logistics. We survey parents regarding LCAP funding during School Site Council meetings.

Surveys of students, parents and teachers have the following common themes:

1. increasing social and academic engagement
2. providing counseling and mental health services
3. post-secondary education and specialization

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The school principal formally observes teachers according to the Cabrillo Unified Teacher's Association Contract. Informal classroom observations happen daily. All staff at Pilarcitos are highly skilled educators who are committed to assisting students in achieving their primary goal of earning a high school diploma as well as support their socio emotional growth.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Each February-May English Language Learner students take the English Language Proficiency Assessments for California (ELPAC) to determine English language proficiency . The results assist teachers in identifying which English credit recovery options (textbooks or online curriculum) are appropriate for these students (and how this curriculum should be scaffolded during direct instruction)

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

English Language Proficiency Assessments for California (ELPAC), California Assessment of Student Performance and Progress (CAASPP), Edgenuity (online curriculum for all core subjects) student achievement data, as well as teacher assessments of student progress assist staff in modifying instruction to individual students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Status met.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers at Pilarcitos have single subject teaching credentials. This year's staff development focuses on Trauma Informed Strategies and SEL for students and teachers.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Our staff development focuses on understanding the trauma and discussing classroom strategies that can help students self regulate. The staff also focused on socio emotional learning for both staff and students. Staff development also analyzes data, such as credits recovered and graduation rates, when assessing student performance.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The staff all received support with trauma informed practices and staff ESL through bi-monthly sessions with Matt Reddam in partnership with the Butte County Office of Education and SMOCE School Climate Division.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Site principal and teachers meet weekly to discuss students' academic achievements and challenges. Some focuses of our weekly collaboration have been credit recovery for our students, the bridge to college and career paths after high school, and the affect that mental health needs have on a students ability to experience success in their academics.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Since adopting Edgenuity as our online curriculum, we have successfully aligned our curriculum to content and performance standards. In order to meet the needs of students who require more support in order to access CCSS for their grade level, we have been piloting curriculum from PAXEN written for adult learners. The adult learner curriculum targets learning gaps in a format that is accessible to students at all levels.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes meet or exceed the required minimum for continuation/alternative high school programs.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The master schedule allows for flexibility for intervention courses. The independent work classes allow for other intervention classes to be scheduled during the school day, whether as whole class intervention, small group tutoring, or one-on-one tutoring.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Students have adequate access to standards-based instructional materials as well as curriculum designed for adult learners of all levels.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Students have access to SBE-adoped and standards aligned instructional materials. Based on their academic levels, students are placed in appropriate courses using the materials that best fit their needs, whether intervention or high-leveled materials.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Student wellness is at the core of the teaching approach for all content areas. Self regulation, goal setting, exploring motivation are embedded in the way students approach core content. Teachers also provide instruction that requires hands on learning in the classroom and outdoors. Outdoor learning and hands on experiences continue to be settings where students are the most engaged.

Evidence-based educational practices to raise student achievement

Students participate in numerous educational practices that are based in research. Students are encouraged to participate in Coyote Farms Marketing and Distribution which provides opportunities to explore and participate in entrepreneurial skills. Outdoor learning experiences like the farm program and native plant restoration program provide academic enrichment as well as a positive impact on behavior and emotional well being.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Many of the parents of Pilarcitos students are unsure of how to best support school related functions. Our goal is to create various opportunities for families to participate in a way that fits their lifestyles and strengths. We hold beginning of the year orientations, entry circles for students and parents, parent-teacher conferences, parent educational opportunities, monthly CUSD School Pantry food distribution and our annual Coyote Fest.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Members of the community, parents, classroom teachers and other school personnel participate in the planning, implementation, and evaluation of the Single Plan for Student Achievement. The School Site Council allows individuals to provide feedback as we update our plan. This year we implemented restorative practices during our SSC meetings. The experience was well received by the SSC team because the conversations regarding our campus were authentic and meaningful.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

LCAP funds continue to fund our program.

Fiscal support (EPC)

The Cabrillo Unified School District provides fiscal support for our school site to meet the state required Nine Essential Program Components in supporting academic student achievement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Our School Site Council, consisting of administrative assistant, teachers, parents, and a student representative were meaningfully involved with the development of the SPSA. During our School Site Council Meetings in January through May of 2022, the council reviewed last year's SPSA, analyzed data from which to develop goals for the current school year, and identified actions to be taken to achieve said goals. SSC used the "circle process" to listen to everyone's thoughts and perspectives, ask questions and create a vision for how we would like to the school to move forward.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Resource inequities are reflected in the data analysis and highlight needs to support structured literacy for students performing below standard, to increase English Language Development among English Learners via supplemental supports, to increase student engagement, to provide additional supports in addressing the social-emotional needs of referred students, and to improve school climate with regard to attendance behavior. These areas are defined as areas of need within the CA Accountability Dashboard.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 10	2		2
Grade 11	12	13	9
Grade 12	28	24	26
Total Enrollment	42	37	41

Conclusions based on this data:

1. Enrollment for students in their senior year continues to be our largest grade level.
2. Enrollment changed very little.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	14	18	10	33.3%	34.6%	24.3%
Fluent English Proficient (FEP)	11	15	16	26.2%	28.8%	39%
Reclassified Fluent English Proficient (RFEP)	3	19	15	21.4%	36.5%	36.5%

Conclusions based on this data:

1. The percentage of EL Students enrolled at PHS has been decreasing since 2018-2019.
2. The percentage of FEP students has been increasing since 2018-2019.
3. The percentage of RFEP students has increased since 2018-2019 and has remained unchanged from SY 2019-2020.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	*	12		*	8		*	8			66.7	
All Grades	*	12		*	8		*	8			66.7	

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	*	*		*	*		*	*		*	*		*	*	
All Grades	N/A	N/A	N/A	*	*		*	*		*	*		*	*	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. An asterisk (*) appears on public reports to protect student privacy when 10 or fewer students had valid test scores.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	*	12		*	8		*	8			66.7	
All Grades	*	12		*	8		*	8			66.7	

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	*	*		*	*		*	*		*	*		*	*	
All Grades	N/A	N/A	N/A	*	*		*	*		*	*		*	*	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. An asterisk (*) appears on public reports to protect student privacy when 10 or fewer students had valid test scores.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10	*		*	*		*	*		*	*		*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	7	*
All Grades										14	9	6

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12		*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	14	*	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
11	*	*	*	*	*	*		*	*		*	*	*	*	*
12	*	*	*	*	*	*		*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*		*	*	*	*	*	14	*	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12		*	*	*	*	*	*	*	*		*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	14	*	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
11	*	*	*	*	*	*		*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	14	*	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
11	*	*	*	*	*	*		*	*	*	*	*
12	*	*	*	*	*	*		*	*	*	*	*
All Grades	78.57	*	*	*	*	*		*	*	14	*	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
11	*	*	*	*	*	*	*	*	*	*	*	*
12		*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	14	*	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
11	*	*	*	*	*	*		*	*	*	*	*
12	*	*	*	*	*	*		*	*	*	*	*
All Grades	*	*	*	85.71	*	*		*	*	14	*	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. An asterisk (*) appears on public reports to protect student privacy when 10 or fewer students had valid test scores.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
41	**75.0**	**24.3**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	15	24.3
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	21	75.0
Students with Disabilities	14	27.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	20	71.4
Two or More Races	1	3.6
Native Hawaiian or Pacific Islander		
White	7	25.0

Conclusions based on this data:

1. Majority of students at Pilarcitos are socioeconomically disadvantaged.

2. English proficiency is not a determining factor of socioeconomic status at Pilarcitos.

3. Nearly a third of our student body qualifies for special education.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts No Performance Color	**Graduation Rate** No Performance Color	**Suspension Rate** Yellow
Mathematics No Performance Color		
College/Career No Performance Color		

Conclusions based on this data:

1. Public reports protect student privacy when 10 or fewer students are included; when/if data is reported, it will be analyzed.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	No Performance Color 0 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 2	Less than 11 Students - Data Not Displayed for Privacy 3	Less than 11 Students - Data Not Displayed for Privacy 1

Conclusions based on this data:

1. Public reports protect student privacy when 10 or fewer students are included; when/if data is reported, it will be analyzed.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 2	Less than 11 Students - Data Not Displayed for Privacy 3	Less than 11 Students - Data Not Displayed for Privacy 1

Conclusions based on this data:

1. Public reports protect student privacy when 10 or fewer students are included; when/if data is reported, it will be analyzed.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Color
making progress towards English language proficiency
Number of EL Students:
Performance Level: No Data

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

1. Public reports protect student privacy when 10 or fewer students are included; when/if data is reported, it will be analyzed.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	25	100
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	15	60
Native Hawaiian or Pacific Islander		
White	9	36
Two or More Races	1	4
English Learners	5	20
Socioeconomically Disadvantaged	17	68
Students with Disabilities	6	24
Foster Youth		
Homeless	1	4

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. Public reports protect student privacy when 10 or fewer students are included; when/if data is reported, it will be analyzed.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Public reports protect student privacy when 10 or fewer students are included; when/if data is reported, it will be analyzed.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	**Number of Students in the Graduation Rate**	**Number of Graduates**	**Number of Fifth Year Graduates**	**Graduation Rate**
All Students	29	11	4	37.9
English Learners	5	3	3	60
Foster Youth				
Homeless	1	1	1	
Socioeconomically Disadvantaged	17	7	0	41.2
Students with Disabilities	6	1	1	16.6
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic	15	6	3	40
Native Hawaiian or Pacific Islander				
White	9	5	1	55
Two or More Races	1		0	

Conclusions based on this data:

1. Seniors with an IEP had the lowest graduation rate of all sub groups.
2. Students with disabilities have the lowest graduation rate.
3. English Learners/Fifth Year seniors students have the highest graduation rate of all the subgroups.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	2	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	No Performance Color	
5.9	6.7	
Maintained -0.1	Declined -1.3	
51	15	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not	2.9	5.6
4	Declined -4.8	Maintained 0
	35	18

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Green 5.9 Declined -2 34			 No Performance Color 5.9 17

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	6	5.9

Conclusions based on this data:

1. Public reports protect student privacy when 10 or fewer students are included; when/if data is reported, it will be analyzed.
2. Suspension rates maintained from 2018 to 2019.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Academic Achievement: Literacy and Reclassification

LEA/LCAP Goal

All students shall have the necessary academic skills so they are college and career ready. There shall be a particular focus on literacy and reclassification of the district English Language Learner students.

Goal 1

a. Increase the English Learner (EL) graduation rate by 5% by June, 2022.
b. Maintain at least a 75% graduation rate for English Only (EO) students by June, 2022.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation data	EL graduation rate for SY 2020-2021 was 60% EO graduation rate for SY 2020-2021 was 55%	English Learners graduation rate: at least 82% graduate in 2021-22 English Only graduation rate: at least 70% graduate in 2021-22

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Focus on establishing stronger relationships and increasing communication with students, guardians, and school by way of restorative circles, conferences, and individualized success plans. This communication will align all members of the student's team, and identify individual roles and responsibilities in supporting the student in achieving his or her academic goals.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Explore the connection between restorative justice, emotional intelligence and higher academic achievement through the use of restorative practices and social/emotional learning approaches in the classroom.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Focus on increasing students' independent academic resiliency, especially regarding online learning, through one-on-one coaching between teacher and student.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2047	Title I

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Staff participated in in person and virtual outreach and support to students and families due to challenges brought on by the pandemic. Staff continue to focus on one-on-one coaching and support with individual students. This additional attention to individualized support helped some students to increase their academic resiliency. During a SSC meeting a parent and student pointed out that the PHS program embeds wellness and SEL into the student experience.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There are no changes to be made to this goal.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

College and Career Readiness

LEA/LCAP Goal

Increase the percentage of students who are engaged in curriculum that prepares them to be college and career ready.

Goal 2

Maintain at least a 75% rate completion in course work for the number of students actively participating in coursework and activities that strengthen college and career readiness by June 2022.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of credits earned compared with credits attempted using Edgenuity, class participation, and work experience		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

11th and 12th graders

Strategy/Activity

Students were given opportunities to participate in concurrent enrollment with CSM as well a dual enrollment in CTE programs offered by La Costa adult school.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

12th graders

Strategy/Activity

Create an exit survey for graduating seniors to determine students' plans for college and career, and create a follow up survey for recent alumni to track their progress in post-secondary education.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Enroll each student in at least two courses on our online curriculum, Edgenuity, which strengthens students' levels of independence and perseverance necessary in higher levels of education.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Enroll each student in a CSM course hosted on campus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Calendar and facilitate Rotary and Chamber of Commerce Career Week

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Staff continued supporting students with credit recovery classes on Edgenuity as well as supporting students with academic opportunities outside of our program. The CSM course was an introduction to community college and academic planning for the future. Many students struggled with the requirements of the class. We are think the students would benefit from a bridge class to the CSM course. One student completed a Dental Assisting Program through dual enrollment with La Costa Adult School.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Positive School Climate: Safe and Supported Schools

LEA/LCAP Goal

Create a positive school climate where students feel safe and supported.

Goal 4

The following three objectives were designed to support safety and a positive school climate:

1. Increase attendance rates by 2% by June 2022
2. Limit the number of suspensions to fewer than 3 by June 2022
3. Maintain an expulsion rate of zero percent

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2020-2021 attendance data		
2020-2021 suspension data		
2020-2021 expulsion data		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue to practice Positive Behavioral Interventions and Supports (PBIS) to complete Tier 1 PBIS implementation with different adaptations due to restrictions from COVID protocols.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue hands on out door educational experiences.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Students will participate in the Panorama survey and provide honest feedback regarding school climate.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue to implement alternatives to suspension using restorative practices.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Ensure supports provided by School Linked Services and Pilarcitos Wellness Program are strengthened with the addition of a .25 Therapist.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Many students comment that they can be themselves on campus. The highest attended classes are the classes that are outdoors and/or hands on. Due to COVID and other factors student presence on campus was low compared to SY 2018-2019, many students have said that they prefer the small class sizes and enjoy having the ability to recover credits from home.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$2,047.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$2,047.00

Subtotal of additional federal funds included for this school: $2,047.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)

Subtotal of state or local funds included for this school: $

Total of federal, state, and/or local funds for this school: $2,047.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	2047.00	0.00
Title III	1334.20	1,334.20

Expenditures by Funding Source

Funding Source	Amount
Title I	2,047.00

Expenditures by Budget Reference

Budget Reference	Amount
	2,047.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Title I	2,047.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	2,047.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

School Principal

3 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

1 Secondary Students

Name of Members	Role
Suzanne Rocha	Other School Staff
Lizeth Bendana	Classroom Teacher
Dudley Hughes	Classroom Teacher
Courtney Parreira	Classroom Teacher
John McGovern	Parent or Community Member
Rita Prigan	Parent or Community Member
Caleb Otto	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/24/2022.

Attested:



Principal, Jason Owens on 4/8/2022



SSC Chairperson, John McGovern on 5/24/2022

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

CABRILLO UNIFIED SCHOOL DISTRICT

498 Kelly Avenue, Half Moon Bay, California 94019 • 650 712-7100 • Fax 650 726-0279 • www.cabrillo.k12.ca.us

SUPERINTENDENT
Sean McPhetridge, Ed.D.

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Kimberly Hines
Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: June 9, 2022
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Assistant Superintendent, Curriculum and Instruction
CATEGORY: Consent/Action
ITEM TITLE: Approval of 2022-2023 Strengthening Career and Technical Education for the 21st Century Act (Perkins V), 131- Secondary Education, Grant Application

BACKGROUND INFORMATION

The Strengthening Career and Technical Education (CTE) for the 21st Century Act (Perkins V), the reauthorization of the Carl D. Perkins Career and Technical Education Act of 2006, came into effect July 1, 2020.

The purpose of this Act is to develop more fully the academic knowledge and technical and employability skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs and programs of study by doing the following:

1. Building on the efforts of States and localities to develop challenging academic and technical standards and to assist students in meeting such standards, including preparation for high skill, high wage, or in-demand occupations in current or emerging professions;
2. Promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction and that link secondary education and postsecondary education for participating career and technical education students;
3. Increasing State and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education;
4. Conducting and disseminating national research and disseminating information on best services and activities;
5. Providing technical assistance that
   (A) Promotes leadership, initial preparation, and professional development at the State and local levels; and
   (B) Improves the quality of career and technical education teachers, faculty, administrators, and counselors;
6. Supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area career and technical education schools, local workforce investment boards, business and industry, and intermediaries;
7. Providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive; and
8. Increasing the employment opportunities for populations who are chronically unemployed or underemployed, including individuals with disabilities, individuals from economically disadvantaged families, out-of-workforce individuals, youth who are in, or have aged out of, the foster care system, and homeless individuals.

This grant supplements secondary CTE programs that have fully sequenced CTE Pathways staffed by CTE credentialed teachers. Funds do not increase when additional pathways are offered and/or student participation increases. In the past, this grant has supported the Half Moon Bay High School Agriscience Pathway and the Carpentry, Millwork, and Woodworking (CMW) Pathway.

This grant will provide $16,311 to supplement the Half Moon Bay High School Agriscience and the Carpentry, Millwork, and Woodworking Pathways by providing funding targeted for program improvement with curriculum development, stakeholder consultation, data collection and analysis, substitutes, and travel for professional development and leadership conferences (including FFA activities, instructional materials, and equipment).

The Perkins V grant does not require matching of funds but will be used as matching funds for the Career Technical Education (CTE) Incentive Grant (CTEIG) at a rate of 2:1 providing an additional $8,155 to support CTE. This grant also demonstrates that CUSD is leveraging and “braiding” CTE funds, thus giving CUSD special consideration when applying for other CTE grants.

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

Approve as submitted.

California DEPARTMENT OF EDUCATION



Program Grant Management System (PGMS)

Cabrillo Unified (131 - Secondary)

2022-23 Application

2022-23 Section I - State Assurances and Certifications

Quick Facts Box

Allocation Amount	$16,311.00
Budgeted Amount	$16,311.00
Indirect Amount	$776.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed $0.00
Application Due Date	Sunday, May 15, 2022 11:59 PM
Application Status	Submitted For Review on May 12 2022
GAN Status	GAN has not been processed or sent to LEA
Fiscal Activity	No fiscal activity
Approved Claims	

* Subject to change based on Capital Outlay and actual expenditures

Certifications Sign-off

This application is a commitment to comply with the following assurances, certifications, terms, and conditions associated with the Strengthening Career and Technical Education Act for the 21st Century Act (Perkins V).

The following Assurances, Certifications, and Grant Conditions are requirements of applicants and grantees as a condition of receiving funds. Applicants do not need to sign and return the general assurances and certification with the application; Every year, the local educational agencies (LEA) must download them, collect the appropriate signatures (please sign & date even the ones that don't specifically have a space for it), and keep them on file to be available for compliance reviews, complaint investigations, or audits.

- California Department of Education General Assurances
- Drug Free Workplace Certification
- U.S. Department of Education Debarment and Suspension
- U.S. Department of Education Lobbying
- Perkins V Assurances and Certifications
- 2022–23 Grant Conditions

LEA Sign-off

☑ This application is a commitment to comply with the following assurances, certifications, terms, and conditions associated with the Strengthening Career and Technical Education for the 21st Century Act (Perkins V).

CDE Review and Sign-off

CDE Comments

☐ **Section Approved**

Save | Save and Continue to Section II

Web Policy

Sacramento, CA 95814

California DEPARTMENT OF EDUCATION



Program Grant Management System (PGMS)

Cabrillo Unified (131 - Secondary)

2022-23 Application

2022-23 Section II - Stakeholders

Quick Facts Box

Allocation Amount	$16,311.00
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Special Population Stakeholders

The Strengthening Career and Technical Education For the 21st Century Act (Perkins V) requires local educational agencies (LEAs) to implement strategies To overcome barriers that may be lowering special population students' rates of access to or success in career technical education (CTE) programs assisted with the funds. CTE programs must be designed to enable special population students to meet the performance level targets established for the programs. These programs must also provide the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.

This form confirms that the LEA coordinators or administrators responsible for each of the programs associated with special population groups listed below have contributed to the LEA's Comprehensive Local Needs Assessment for the 2020–21 Perkins V application.

Each special population category must be signed by the LEA's designated administrator or the certificated representative responsible for that program.

Download the Sign-off Form for Representatives of Special Populations, collect the appropriate signatures, and keep the form on file to be available for compliance reviews, complaint investigations, or audits.

Students with Disabilities (Special Education Coordinator/Administrator)

Name	Martha Ladd
Title	Director, Educational Support Services

Economically Disadvantaged (Title I Coordinator/Administrator)

Name	Leticia Bhatia
Title	Assistant Superintendent of Curriculum and Instruction

Students Preparing for Non-Traditional Fields (Title IX Coordinator/Administrator)

Name	Jason Owens
Title	Director of Pupil Personnel Services/Administrator for Pilarcitos High School/Administrator for La C

Single Parent or Single Pregnant Women (Title IX Coordinator/Administrator)

Name	Jason Owens
Title	Director of Pupil Personnel Services/Administrator for Pilarcitos High School/Administrator for La C

Out-Of-Workforce Individuals (Title IX Coordinator/Administrator)

Name	Jason Owens
Title	Director of Pupil Personnel Services/Administrator for Pilarcitos High School/Administrator for La C

English Language Learners (English Learner Coordinator/Administrator)

Name	Leticia Bhatia
Title	Assistant Superintendent of Curriculum and Instruction

Homeless

Name	Jason Owens
Title	Director of Pupil Personnel Services/Administrator for Pilarcitos High School/Administrator for La C

Youth who are In, or who have aged out Of, the foster care system

Name	Jason Owens
Title	Director of Pupil Personnel Services/Administrator for Pilarcitos High School/Administrator for La C

Youth with a parent who is on active duty In the military

Name	Jason Owens
Title	Director of Pupil Personnel Services/Administrator for Pilarcitos High School/Administrator for La C

Edit

CTE Teacher Matrix

For every CTE teacher in the LEA, enter the following information:

1. CTE-eligible credential
   - 1A) For each CTE teacher assisted w/ Perkins funds, enter the name of the teacher as it appears on the CTE-eligible credential.
   - 1B) Enter the document number of the CTE-eligible credential. We look up 100% of the entries on the CTC website.
   - 1C) Enter the document title of the CTE-eligible credential (i.e., credential type: CTE, Designated Subjects, Vocational, Single Subject, etc).
   - 1D) Enter the subject description of the CTE-eligible credential (i.e., subject authorization). For credentials issued 2008 or later, the subject description should match one of the 15 industry sectors. For credentials issued before 2008 ('Designated Subjects Vocational'), the subject descriptions do not conform to the 15 industry sectors and come from a nearly infinite variety of job titles—type the one from the credential into this field.
2. The subject of the credential matches the pathway assigned.
   - 2A) For each CTE teacher assisted w/ Perkins funds, enter the local name of the site.
   - 2B) Enter the name of the site of the pathway.
   - 2C) Enter the local name of the pathway if it's different from the name of the pathway as coded in CALPADS.
   - 2D) Enter the official CALPADS pathway name; i.e., the name of the CTE Model Curriculum Standards the teacher covers. If the same teacher is assigned to two or more pathways, list him/her two or more times.

1) Teacher Credential and CTE-Eligibility

1A) Teacher's Name

1B) CTE-Eligible Credential Document Number

1C) Document Title Select Document Title

1D) Subject Description Select a subject description

2) Does the Credential Match the Assignment?

2A) Site Name Select Site

2B) Local Name of Pathway

2C) CALPADS Pathway Name
Select Pathway

Submit Teacher

1A) CTE Teacher's Last Name	1C) Document Title/ 1D) Subject Description	2A) Site Name	2C) CALPADS Pathway	Status	Comments	Action
Agundes, Raymond Anthony	Career Technical Education Teaching Credential -- Building & Construction Trades	Half Moon Bay High	Building and Construction Trades -- Cabinetry, Millwork, and Woodworking	Submitted By LEA		Delete Review
Carney, Hannah	Single Subject Teaching Credential -- Agriculture AND Agricultural Specialist	Half Moon Bay High	Agriculture and Natural Resources -- Agriscience	Submitted By LEA		Delete Review

Export to Excel

LEA Sign-off

☑ As the duly authorized representative of the local educational agency applying for the Strengthening Career and Technical Education for the 21st Century Act, 2022-23 funding, I confirm that the LEA coordinators or administrators responsible for each of the programs associated with special population groups have contributed to the LEA's Comprehensive Local Needs Assessment for this application.

CDE Review and Sign-off

CDE Comments

☐ **Section Approved**

Save | Save and Continue to Section III

California DEPARTMENT OF EDUCATION



Program Grant Management System (PGMS)

Cabrillo Unified (131 - Secondary)

2022-23 Application

2022-23 Section III - State Determined Performance Levels

Quick Facts Box

Allocation Amount	$16,311.00
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Indicators	Baseline Level	Performance Levels			
		FY 2020	FY 2021	FY 2022	FY 2023
1S1: Four-Year Graduation Rate	88.10%	89.10%	89.10%	91.10%	91.10%
1S2: Extended Graduation Rate	N/A	N/A	N/A	N/A	N/A
2S2: Academic Proficiency in Rereading Language Arts	60.60%	62.00%	62.00%	63.40	63.40%
2S2: Academic Proficiency in Mathematics	33.00%	34.50%	34.50%	36.50%	36.50%
2S3: Academic Proficiency in Science	27.70%	28.20%	28.20	31.20%	31.20%
3S1: Post-Program Placement (Optional for adult/Section 132)	67.20%	68.00%	68.00%	69.40%	69.40%
4S1: Non-traditional Program Concentration (Optional for adult/Section 132)	20.80%	20.80%	20.80%	21.00%	21.00%
5S1: Program Quality – Attained Recognized Postsecondary Credential (Optional for adult/Section 132)	N/A	N/A	N/A	N/A	N/A
5S2: Program Quality – Attained Postsecondary Credits	21.60%	23.90%	23.90	26.20%	26.20%
5S3: Program Quality – Participated in Work-Based Learning	N/A	N/A	N/A	N/A	N/A
5S4: Program Quality - Other	N/A	N/A	N/A	N/A	N/A

The table above lists the State Determined Performance Levels (SDPLs) (formerly State Targets) for every sub-group. Note that future targets are likely to change as actual state-wide performance levels are gathered.

The Perkins V law defines special populations as individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for nontraditional fields; single parents, including single pregnant women; out-of-workforce individuals; English language learners; homeless individuals; youth who are in, or who have aged out of, the foster care system; and youth with a parent who is on active duty in the military.

For reporting purposes in Perkins V, a 'completer' is defined as a student who has completed a high-quality CTE pathway of not less than 300 hours, with a C- or better in the capstone class, and exited secondary education.

Under Perkins V, California defines a 'concentrator' as a student who has completed a high-quality CTE pathway of not less than 300 hours, with a C- or better in the capstone class, and exited secondary education.

California's College/Career Readiness Indicator (CCI) tracks graduation cohorts who also meet one or more defined categories. For categories involving CTE completion, the student must have completed a high-quality CTE pathway of not less than 300 hours with a C- or better in the capstone class.

LEA Sign-off

☑ LEA Section Sign-off

CDE Review and Sign-off

CDE Comments

☐ **Section Approved**

Save | Save and Continue to Section IV

California Department of Education
1430 N Street
Sacramento, CA 95814

Web Policy

California DEPARTMENT OF EDUCATION



Program Grant Management System (PGMS)

Cabrillo Unified (131 - Secondary)

2022-23 Application

2022-23 Section IV - Comprehensive Local Needs Assessment (CLNA) Reporting Template & Local Application Requirements

Quick Facts Box

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Introduction

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) requires all eligible recipients of Perkins V funds to complete a Comprehensive Local Needs Assessment (CLNA) and use that information to develop the eligible recipient's local application plan. One of the most significant changes within the Perkins V federal legislation is the introduction of the CLNA. Conducting the CLNA is described under Perkins V subsection 134(c), and developing the local application is described in Perkins V subsection 134(b). The CLNA must be completed by eligible grant recipients of Perkins V funds at the beginning of the grant period and updated at least once every two years.

Perkins V requires eligible grant recipients to use a data-driven decision-making process on local planning and spending on career technical education (CTE). The CLNA is a review of a number of elements, including student performance data, especially gaps among sub-groups of special populations; labor market needs; educator development; equity and access for special populations, and program size, scope and quality. To validate the information obtained through the CLNA, an eligible Perkins V grant recipient shall involve a diverse body of stakeholders, including, at a minimum—secondary and postsecondary educators, business and industry partners, parents and students among others. More importantly, local planning, program, and funding decisions must be based on the CLNA with the primary purpose of improving overall performance and reducing performance gaps between different special population subgroups.

The goal of the CLNA is to help educators identify, understand, and prioritize the needs that districts and schools must address to improve performance and decrease performance gaps. Identifying priority needs is the first in a series of closely tied steps that also include understanding root causes that contribute to the areas of need, selecting evidence based strategies that address those areas, preparing for and implementing selected strategies, and evaluating whether those strategies are addressing improvement needs and achieving desired results.

Directions

Each question below is meant to be a concise and complete summary of the CLNA developed by each local educational agency (LEA). The Workbook To Accompany the CLNA Reporting Template offers a more In-depth exploration of each question from the CLNA Reporting Template to guide and inspire LEAs as they engage their required stakeholders in the construction of their CLNA. Each section is based on a separate requirement from the Perkins V law, Section 134(b)(1–9) and subsection c, of what must be contained in a CLNA and a local Perkins application.

The responses from the seven questions in the 'CLNA Reporting Template' and the subsequent eight questions in the 'Meeting the Perkins V Local Application Requirements' are required to be:

1. Included in the annual Perkins renewal application via the California Department of Education's (CDE) online Program Grant Management System, Section IV

2. Printed and signed by the LEA Perkins Coordinator and Stakeholder/CTE Advisory Committee Chairperson, to be kept on file and available for compliance reviews, reviews, complaint investigations, or audits, along with all other evidence of a complete CLNA process.

CLNA Reporting Template

1. **Section 134(c)(d)(e): Stakeholder Consultation on the CLNA, Dates, Content, and Membership:**

   i. **What was the date of the eligible grant recipient's most recent district-wide CTE Advisory or Stakeholder Engagement meeting that served as the source for constructing the LEA's CLNA?**

   We are moving to a county wide advisory model with our SWP consortium. The first county wide advisory was on May 9, 2022. The meeting was attended by more than 25 stakeholders from education, industry and workforce development. There was a short presentation from business and finance which is a high need, high wage labor market sector in our county. Labor market data was shared followed by an overview of the CTE programs offered in the participating districts and a video highlighting student voices in the building and construction pathway. There were industry specific breakout sessions and discussion of industry needs and how the different stakeholders in attendance can benefit from and be a benefit to CTE programs. The meeting concluded with a question and answer session and a commitment to create a spreadsheet of contacts for all stakeholders. Information from this meeting will be used to update the CLNA. Previously, our last district-wide Stakeholder Engagement meeting was on January 22, 2021 at which time the Comprehensive Local Needs Assessment (CLNA) was updated. Pertinent information from the Agriculture and Natural Resources advisory meetings that included a presentation and discussion on the Agriscience pathway student follow up data, Perkins Performance indicators, additional informative data and the expansion of the agriculture farm lab and outdoor learning facility on our high school campus. Input from these meetings has been added to the CLNA document. The next Stakeholder Engagement meeting was supposed to take place in October of 2021, but did not due to staffing and Covid related issues. For 21-22, we are moving to a county wide advisory model with our SWP consortium partners. We have had multiple pathway specific advisory meetings for all pathways. Agriculture and Natural Resources specific advisory meetings took place on December 8, 2021, February 26, 2022 and April 20, 2022. Building and Construction Trades specific advisory meetings took place on November 8, 2021, January 31, 2022 and May 2, 2022.
   (Maximum 5000 Characters ≅ 2.78 pages)

   ii. **The basis for that meeting should have included a discussion/agreement of the eligible grant recipient's Perkins V accountability indicators plus a self-evaluation, as detailed in the "Workbook to Accompany the CLNA Reporting Template." Was the eligible grant recipient's previous self-evaluation based on the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) "11 Elements of a High-Quality CTE Program" aka the "CTE Self-Review," the CTEIG Self Review Rubric, or Workbook to Accompany the CLNA Reporting Template? How will the eligible grant recipient move towards the 12 Essential Elements of a High-Quality College and Career Pathway, which are supported by the Guiding Policy Principles to Support Student-Centered K–14+ Pathways, established by the California Workforce Pathways Joint Advisory Committee (CWPJAC)? The Guiding Policy Principles to Support Student-Centered K–14+ Pathways can be found on the CWPJAC's web page at, https://www.cde.ca.gov/ci/ct/gi/guidingpps.asp.**

   The sources of data for the SWP consortium sponsored county wide stakeholder engagement meeting were from the EDD, Community College Centers for Excellence data, labor market analysis, and Perkins core indicators. The sources of data for the previous district wide advisory meeting were the Workbook to Accompany the CLNA Reporting Template, the CTE Self-Review:11 Elements of a High Quality CTE Program, CTEIG Self Review/Evaluation Rubric, Perkins core indicators and other disaggregated data, DataQuest, EDD staff presentation and labor market data analysis, this document from the prior application and addendum, EDD and Community College Centers for Excellence data, UCCI curriculum, and the student planning guide. In-depth work on the CLNA with all key stakeholders responding to in-depth questions derived from Perkins V was accomplished in this meeting. This work and the work of our industry specific advisories, the Five-year Strategic Plan, and staff are assisting us in moving toward the 12 Essential Elements of a High-Quality College and Career Pathway.
   (Maximum 5000 Characters≅ 2.78 pages)

   iii. **What is the date of the eligible grant recipient's next district-wide CTE Advisory or Stakeholder Engagement meeting that will review, evaluate, & identify needs per Section 134(c), Comprehensive Needs Assessment, and Section 134(e), Continued Consultation?**

   Our next Stakeholder Engagement meeting will be in the fall of 2022. Stakeholders from the individual districts in the CTE consortium, the county office of education, community colleges, workforce development and other stakeholder partners will be present. We have been very successful in keeping up with our industry specific advisories and have held three advisories for each of our pathways in 2021-22. Our next Agriculture advisory will be in the Fall of 2022, exact date TBD, and our next Building and Construction Trades advisory will be on September 12, 2022.
   (Maximum 5000 Characters≅ 2.78 pages)

   iv. **For the meeting reported in question 1A, were all required categories of stakeholders present? If not, list which categories of stakeholders were missing and describe the effort in getting them there. What will be done to ensure they will be present for the next stakeholder engagement meeting to update the CLNA and to evaluate the effectiveness of previous strategies chosen?**

   Almost all stakeholder categories were present. CTE Coordinators, district administration and counselors, workforce development, business and community stakeholders, and teachers were all present. In the future, we will need more representation of students and parents. Zoom meetings were determined to be most conducive for attendance and a commitment was made to poll participants regarding the most convenient time for attendance prior to the next meeting. We will continue to send an advance "save the date" notice as well as reminders. The agenda and resources will be provided prior to the Stakeholders. This is our practice for industry specific CTE advisory meetings as well. We will continue to use and improve upon this framework as needed to make

advisory meetings worthwhile for all stakeholders. Two members of our Governing Board have been added to all of the industry specific CTE Advisory Committees. Our BCT advisory lost a member and our industry stakeholders are helping us to bring on new members from industry. In the future, if positions change and if we receive additional recommendations, we will update the contact list and send invitations to the new members.
(Maximum 5000 Characters≅ 2.78 pages)

2. **Section 134(c)(2)(A): Student Performance on Required Performance Indicators (Disaggregated):**

   i. **Responses must include a description of which of the seven required evaluative data "Indicators" from Section 3 in which the LEA has not made progress towards meeting the State Determined Performance Levels (SDPLs).**

   ii. **For each of those "Indicators," list the strategies for improvement that have been in place for three or more years, and describe how the LEA will change those strategies in order to meet the SDPLs.**

   iii. **Finally, include a description of any other performance metrics used by the LEA, quantitative or qualitative, by which to measure and track improvements to the LEA's CTE program and summarize the LEA's performance across those metrics.**

Our Ag Program has the highest outcomes. It is easier to assess than other pathways given this full pathway has been offered for several years. Data indicates a full pathway has greater success in meeting the needs of students. Ag graduation rates consistently outperform their cohort graduation rates. In 2020-21, 100% of CTE seniors graduated compared to the 90.2% school wide graduation rate. This graduation rate has been consistent for the past 3 years and we are confident it will continue due to the support and mentorship students receive in their pathways. In 2020-21, 84.62% of completers were nontraditional, 76.92% Latinx, 38.46% White, 23.08% were classified as socioeconomically disadvantaged, 0% as ELL, foster youth, or from single parent households. Although our student population is heavily Latinx and many have been classified as ELL, through a district wide focus on ELL proficiency, more students than ever are achieving proficiency prior to graduation. Many of our 504 students were also exited from the special education programs. However, we have also discovered an issue with providing equity and access to our special needs students. While we have many students in our Introductory Ag course, they do not continue into Intermediate or Advanced Ag. Our Enhanced Introductory class uses a push in model, where there is a special education support teacher in the class with the Ag teacher. This provides the needed support and access for the special needs students. This model has not existed previously in the higher level courses, so the SPED students are forced to move to Earth Science instead of Intermediate Ag in order to get physical science credit and obtain a section with a push in teacher. This data has informed our decision making. Our administration is supportive of CTE and has agreed to offer a section of Enhanced Intermediate Ag for 22-23 so these students are able to continue in the program. Accurate proficiency data for 20-21 is unavailable via the CA school dashboard or DataQuest. Cabrillo Unified School District (CUSD) did not perform CAASPP testing with students in 2020-21. CUSD completed local Lexia and Delta math testing. These tests are given to 11th graders, so scores will be available for the 23-24 application. CUSD just completed CAASPP testing for the 21-22 school year, again testing 11th graders, so this data will be available for the 24-25 application. Although we collected completer data and the new piloted Work Based Learning data, due to staffing changes we did not have a district data person or a CTE coordinator for the summer or Fall of 2021 and data was not uploaded into CALPADs in July of 2021. Therefore, our data is uncertified for the 2020-21 school year. The CTE completer survey sent to our 2021 graduates resulted in a 100% placement rate; 57.1% are attending a four year college or university, 42.9% are attending community college, and 14.3% are attending a technical or vocational school. 14.3% of respondents are studying in the field of Agriculture and Natural Resources and 14.3% in Building and Construction. 0% enlisted in the military, 0% incarcerated, of students attending postsecondary schools, 42.9% are employed part time (66.7 % above minimum wage and 33.3% at minimum wage) and 57.1% are not employed. 14.3% of respondents have received a license or certification from a postsecondary institution and 71.4% of respondents said that the knowledge and skills attained through their high school CTE program of study helped them on the job. In 2019 and 2020, 100% of our CTE seniors graduated while their cohort graduation rate was 95.9%, and 93.6% respectively. Our 2020 Ag Grad completers and 3-4 yr ag grads also report 100% placement. Of note, 100% of our 2020 Ag grad completers parents' highest level of education is "not high school grad". Of these 33.33% EI/66.67% RFEP and 100% Hipanic Latinix and non-trad. A follow-up study found our grad completer placement rate for 2019 and 2020 were 100%. All 2019 completers were advancing their education as Ag Majors at the time of the follow up survey. Of the 67% in 4 year colleges, 100% were white, 50% non-traditional, 50% socioeconomically disadvantaged, 50% on 504s, and 50% were working in a PT Ag related job above minimum wage. The 33% in Ag Community College were Hispanic, socioeconomically disadvantaged, migrant, English learner and also were working in a PT Ag related job at minimum wage. Our 3-4 yr Ag grad demographics: 15.8% disabled,68.2% Economically disadvantaged, 84.2% non-Traditional, 21.1% ELL, 5.3% homeless. 31.2% Migrant, 67.32% Hispanic/Latinx and 32.68% white. The 4-yr college students tested proficient in all the targeted academic areas while the 2-yr college student did not. Of our 2019-20 3-4 yr ag grad demographics were as follows: 100% grad, 11.76% disabled, 41.18% economically disadvantaged, 70.59% Non-Traditional, 5.88% EL, 46.75% Hispanic/Latinx and 54.35% White. The average number of nontraditional students (females) in all CTE programs over the past 3 years was 36%, with the Ag Program, 54% non-traditional. BCT non-traditional students averaged 20% of the program enrollment over 3 years, up to 20% in 20-21, indicating that females were underrepresented with 20% being the statewide average. Ag also collected data for the North Coast Ag Program Consortium and has recorded data through the CalAgEd and Ag Education Tracking (AET) systems which indicates our students are performing at or above other Ag programs. To support student performance, identify gaps and address needs, we expanded our Ag Employer representatives and initiated the first BCT Advisory committee in 19-20. We also identified and included the new stakeholders per Perkins V. Our new counselor team, completing their third year, have been very supportive of all students and CTE. They have been included in CTE information sharing and input and have been invited to Advisory meetings, CTSO functions and Ag training. Due to Covid-19 some of the planned events were canceled. They provided insightful input during the CTE Stakeholder Engagement Meeting. We aim to expand on these opportunities in the future. We learned, from COVID -19, the need to explore and better implement ways to serve the maximum number of students while providing applied learning and smaller group settings. We also need to explore and implement means to upgrade CTE facilities and provide more outdoor learning environments and activities, including but not limited to work-based learning. We need to improve access and expand on the recruitment of students which has included Agriculture program presentations to all incoming 8th graders to assure access and support to all students. We had a smaller 2020-21 enrollment of incoming 9th graders which may reflect the fact that, due to COVID 19, the onsite middle school recruitment was canceled. This is in turn giving us smaller enrollment in our intermediate course for 22-23, but with the support of our administration in offering the aforementioned section of Enhanced Intermediate Ag, we are able to offer more sections, better continuity and access for our special populations and expand our programs. For the 2022-23 school year, enrollment has gone up credited to two additional program improvements, the return of on site middle school recruitment and the integration of Ag wheel elective classes at the middle school. We have increased our introductory Ag sections to 3 for 2022-23, up from 2 in 2021-22. We are in the process of trying to hire a second Agriculture teacher to staff these additional sections. We are looking at the effectiveness of the various medias and formats for recruitment and means to provide parent education and communication. The North Coast Ag Partners and the County CTE Advisory of CTE Coordinators with SWP grants are exploring creating CTE recruitment videos and recruitment information in both English and Spanish. The Building and Construction Trades, CMW Pathway teacher has increased project based learning using Shaper Origins machines funded by CTEIG and Perkins and plans to use Fusion 360 in 22-23. We have improved our CTE data collection and will continue to do so beyond the Perkins V tables to better identify gaps, barriers, successes and improvement.
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3. **Section 134(c)(2)(B)(i): Program Size, Scope, and Quality to Meet the Needs of All Students**

SIZE: Our 2 paths are open to all students, capacity 280. Ag is full path & CMW was a full pathway for the first time in 21-22. Ag Path offers 2 intro sections (70), 2 conc (70) & 1 capstone (35). Ag Projects offered for SU SAE projects. CMW Path offers 2 intro to BCT (42), & 1 conc CMI (6) & Adv CMI (3) double rostered 21-22. SCOPE and QUALITY: Both pathways increased capacity for a larger intro cohort to build a pipeline of students. New in 21-22 our BCT instructor is also teaching 2 sections at the middle school. This has given students exposure to the pathway earlier and has increased student sign ups for 22-23. For 22-23, we are considering changing the high school CMW to a 2 year pathway (conc. and capstone) as students are now receiving introductory coursework at the middle school. We are hoping this will increase the completion rates for this pathway. While these courses meet the UC/CSU G elective requirement, we are finding that very few students are able to complete a 3 year pathway at the high school level as they do not have room in their schedules for 3 full years in the pathway. In 21-22, an Agriscience module was added at the middle school level. This has helped to provide an introduction to the high school pathway and increased enrollment. We have enrollment for an additional section of Introductory Agriculture and Natural Resources for 22-23. We are presently in the process of trying to hire a second agriculture teacher which will increase program capacity. We are also hoping to gain CTE credentialing for our middle school teacher. COVID 19 has and will continue to impact enrollment and completion rates. Many students in both pathways failed coursework during remote learning, are repeating courses, and therefore do not have enough time to complete the full pathway. Ag plans a 2nd path and internships. Given COVID 19, a summer internship pilot was postponed. Effective 19-20, Ag staff received an SAE period, extended year contract and assistant FFA advisor/extended year stipend. We lost our PT Ag/vet science teacher for the 21-22 school year and are hoping to hire a second Ag teacher so we can offer both vet science and horticulture. We are exploring CTE credentialing to begin an ICT computer science Path, AME Pathway, Biotechnology, and a possible expansion of Building and Construction trades with a residential and commercial construction pathway. CS and AME courses are currently being offered but are not CTE yet as teachers are not CTE credentialed. None of our local colleges offer classes that align; continue exploring in county articulation options such as a pending Construction Basics, design course, and horticulture. Looking into adding an articulation/dual enrollment for horticulture with Foothill College.
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4. **Section 134(c)(2)(C): Progress Towards Implementation of CTE Programs of Study**

In 2021-22 we offered 2 full CTE Paths developed with industry & stakeholder support. The Perkins supported Sustainable Agri Sub-Path (102A) is now complete with sequenced courses: #7100 Intro to Ag class Multiple Paths #999, #7134 Inter Agr, & #7135 Adv Agr. This Path was modified & strengthened per the 5 yr Plan. All Ag courses are UC/CSU D Level Lab Sci Courses. The Ag Advisory included building a second Path, likely Ornamental Horticulture, in its 5-year plan, currently being updated & expanded. The previously non-Perkins supported CMW Path was offered as a full Pathway offering the first capstone class in 21-22. Fortunately, our administration supports CTE, understands the importance of continuity and is offering the capstone course with 3 students, requiring double rostering. The course sequence to be offered includes #7300 Intro to BCT Multiple Paths (Path 999), concentration # 7311 Inter CMW & the capstone course, #7312 Adv CMW. These courses are US/CSU G level elective courses. For 22-23, we are considering changing the high school CMW to a 2 year pathway (conc. and capstone) as we are still struggling to run the capstone course without double rostering. Students are now receiving introductory coursework at the middle school, enabling the high school program to focus on the concentrator and capstone courses. We are hoping this will increase the completion rates for this pathway. While these courses meet the UC/CSU G elective requirement, we are finding that very few students are able to complete a 3 year pathway at the high school level as they do not have room in their schedules for 3 full years in the pathway. We had 3 sections of a non-CTE intro to Computer Science in 2021-22 and are exploring CTE credentialing to build this into a CTE Path for Communication & Information Technologies (ICT). We also secured a CTE STEM pipeline to the Middle School rd 3 SWP grant to support building middle school coherence and feeder programs to the high school with modules that link to Ag, BCT and ICT. With the support of this grant, STEM curriculum was integrated into middle school classes for the first time in 21-22 which is providing a pipeline to CTE programs at the high school. In addition to being a pipeline for our current Paths, the middle school programs will help us identify students' interest for future Paths. Path courses are aligned with academic and industry standards and include the integration of CTE and academic content through a variety of strategies. Curriculum in each sequenced course includes Common Core, CTE Model Curriculum Standards, Next Generation Science Standards (Agriscience) and standards for Career Ready Practice. To assist with certification and the need for distance learning following lessons learned due to the pandemic, we are looking into the MC3, iCEV and CTE Online curricula for the CMW Path and NOCTI for all Paths. Students have multiple points of entry and exit. The Ag program has strong support of the school administration, counseling team, and the science program. The Science program and Agriscience Path are aligned and a public flow chart has been developed that clearly shows how students can meet their science requirements by taking courses in and between these programs. The Science and Ag department head jointly present in several recruitment activities include 8th grade parent and student orientations and back to school nights. None of our three local community colleges offer classes that align directly to our Agriculture or Building and Construction Trades Paths. To better align and articulate CTE programs across secondary and postsecondary education and to provide more linkages for our students, we will continue to explore alignments with colleges outside of our county. We had one non CTE dual enrollment class in Sculpture but the college pulled its funding. We are currently working on an Ag Horticulture course, which is articulated with Foothill College, courses are D Level Courses & fulfilling the UC/ CSU college admission requirements for a Laboratory Science course. All BCT Sector courses are G Level Courses fulfilling the UC/CSU college admission requirements for a college prep Elective course. Although our Small Gas Engines program is not currently being offered and does not meet the college alignment requirements for articulation, we are working with Skyline Colleges Automotive program to enter into an agreement for priority enrollment once we have sufficient enrollment to offer the course. Although none of our 3 local community colleges offer classes that directly align with our Paths, we have reached out to the College of San Mateo regarding a possible design related course and Skyline College regarding a developing Construction Basic module. We are continuing to explore alignments with community colleges inside and outside of our county.
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5. **Section 134(c)(2)(D): Improving recruitment, retention, and training of CTE teachers and paraprofessionals, including underrepresented groups**

We are in the process of trying to hire a second Agriculture teacher to staff additional sections. Recruiting is taking place via EdJoin, student teaching programs at schools with strong agriculture teacher training programs, and through our NCAP consortium. Career exploration and career development coursework, WBL activities and services are integrated into lesson plans. CTE Teachers, counselors and administrators have been trained with support of an SWP grant to utilize the CA Career Zone in counseling and instruction. Included are local and regional LMI, job search tools and internship opportunities. Ag and BCT curriculum integrates WBL and their respective CTSOs (FFA and SkillsUSA) as integral components as well as career awareness, exploration and application which include WBL activities. Ag Projects is offered for summer SAE projects. The integration of SkillsUSA is being assessed to determine feasibility during the building of the program. The full time Ag Teacher has a release period designated for one on one support and supervision of students and an FFA advisor stipend. The teacher works with and supervises students WBL, SAE projects, job placement and student led enterprise projects and activities. Students also raise animals, produce agricultural goods and demonstrate their skills at competitions, fairs and shows. Mentors support students in WBL activities such as Farm Power, Tractor and Equestrian teams, Ag projects and construction. Teachers, the CTE Coordinator and counselors bring in speakers and utilize LMI information to inform students about opportunities; included are EDD presentations designed specifically for targeted Paths, existing and emerging high-skill, high-wage, or in-demand industry sectors and

occupations. These LM trends are presented at the CTE Advisory to best inform stakeholders of current LMI to guide discussions and recommendations. Teachers use this information to help guide their instruction, career exploration and career development coursework, work-based learning activities, and services are integrated into lesson plans. Ag and BCT curriculum integrates career awareness, exploration and application which include WBL activities. The CTE Coordinator has researched workers compensation insurance which is provided by the District. Employers serving on the industry specific advisory committees have identified jobs within their business and agencies that can serve as WBL opportunities for students. An Agriscience WBL Program pilot was planned for 2020-21, however COVID-19 restrictions delayed plans and the pilot target is pending. The CTE Coordinator and Assistant Principal worked with our prior CalPADs Coordinator and key staff to develop a system to document, record and report the new College and Career Inventory WBL data.
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6. **Section 134(c)(2)(E): Progress Towards Equal Access to CTE Programs for All Students. In your summary of the discussion with Stakeholders, you must describe each of the following three points. Strategies to overcome barriers that result in:**

   i. **improve rates of access to, or performance gaps in, the courses and programs for special populations;**

   We have discovered an issue with providing equity and access to our special needs students. While we have many special needs students in our Introductory Ag courses, they are not continuing into Intermediate or Advanced Ag. Our Enhanced Introductory class uses a push in model, where there is a special education support teacher in the class with the Ag teacher. This provides the needed support and access for the special needs students. This model has not existed previously in the higher level courses, so the SPED students are forced to move to Earth Science instead of Intermediate Ag in order to get physical science credit and obtain a section with a push in teacher. This data has informed our decision making. Our administration is supportive of CTE and has agreed to offer a section of Enhanced Intermediate Ag for 22-23 so these students are able to continue in the program. This will provide greater continuity for these students and allow them to continue in the CTE pathway. This is a very positive and much needed change to support our special populations. CTE is open to all students with no structural barriers at the introductory level. EL, SPED/SDC, and socio-eco disadvantaged students access courses in progression. STEM Pipeline to Middle Schools/SWP offers CTE STEM modules to students that lead to high school pathways. An effective strategy to support special population students includes a SPED push-in co-teacher and paraprofessionals assigned to CTE classes. For the first time in 22-23, this support will extend beyond the introductory level. Our community liaison translates materials, communicates with teachers, students and parents and is effective in supporting students in their CTE coursework, field trips and CTSO activities. Also effective are mentors for FFA teams, SAE period, extended 12-mo contract, and FFA Adv/ext yr stipend. The new BCT industry speaker pool is a positive pandemic by-product. Ag serves a large majority of non-trad students. Need to better identify barriers to access for females in BCT and employ strategies to improve participation. One barrier to completion was that students who took 3 to 4 years of Ag did not take Ag Chem (not a grad requirement). We modified the path to be interdisciplinary. This resulted in advancement to capstone. To improve recruitment, we have clarified titles and descriptions. Our three counselors embrace CTE, work closely with students to better understand pathways and career/college options, are active advisory stakeholders, trained on CACareerZone, are exploring expanding Naviance and other career tools, utilize CRIM training, and trauma informed practices to support students. We have identified disparities in access for non-trad, disabled & EL. CTSO teams and mentor supported programs show a trend of motivating non-traditional participation and non-traditional skills development. We have identified the need for instructional materials to support the Farm Power Team and teacher and mentor guided SAE and outdoor projects (Construction supplies and tools). Given COVID 19 we modified our Ag five-year plan and grant funding to support more effective outdoor learning areas including an outdoor wet lab. We worked with an architect and DSA to finalize and approve plans for which Perkins, AIG, CTEIG and district bonds funds are being braided to fund. We are currently in Phase 1 of construction. Additional funding is required to meet the phase 2 and 3 goals. The CTE Coordinator has been collecting data from past and current data sources and presenting it longitudinally to be able to continue to build and learn from our data. With this, we plan to improve our data collection and analysis to best identify gaps and barriers and to learn what is and is not working for special population students. We will work with our stakeholders to best serve all students with a lens on our special populations to identify and eliminate barriers to access and success. We collaborate with our five county high school districts CTE Consortium, college, Workforce Development and other stakeholder partners. We targeted Equity of Access to Dual Enrollment for a round 3 SWP grant. Included in the SWP is a specialized Equity PD for stakeholders focused on CTE that will take place during the 22-23 school year.
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   ii. **providing programs that are designed to enable special populations to meet the local levels of performance;**

   Our 5 County High School Districts' CTE Consortium with high school, college, workforce development and other stakeholder partners will expand our work with equity focused professional development. We will dive more deeply into data to identify and initiate best practices to support special populations to meet performance levels. We will continue to provide co-special education teachers, paraprofessionals, AVID, community liaison support, community mentors and grow WBL opportunities. We will continue to provide standards specific professional development and monthly K-12 collaborative science meetings to assure K-12 coherence and share best practices for helping students meet standards and achievement goals. Goals to better accommodate and support special needs and to help improve access and equity for all students include providing specialized CTE training for counselors; identifying needed data and designing a system to better collect, organize and analyze data to identify gaps and barriers, and to train teachers and counselors on college and career tools such as the SWP funded Career Ladders & Headed2 software. We plan to improve upon student access to career exploration, CTSOs, teams, mentors, and other work-based learning targeted for the San Mateo County/ greater Bay Area Region. Given the need to modify teaching and learning due to COVID-19 lessons learned, we need to be flexible in our planning to meet unknown needs. Needs include equitable distance learning, scheduling for smaller student groups with consideration of the need for applied CTE/lab experiences, and the need to develop safe outdoor learning environments. Through the County CTE Coordinators Advisory Council (CAC), part of the professional development for distance learning was modified to support CTE teachers and students. We are developing and building greater CTE access at our middle school that will feed into CTE pathways at the high school for greater postsecondary education and career success. We participate in three K-12 SWP consortium for Ag, Career Awareness and Exploration, CTE STEM middle school pipeline, and Equity & Access in Dual Enrollment which includes developing a video and recruitment materials. (iii) providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency. Our Ag and our BCT Advisory, established in 2019-20, represent a variety of employers and guide the preparation of students for high-skill, high-wage and/or in demand jobs. Our stakeholders have and will continue to help us identify and build pathways in high-skill, high-wage and/or in-demand industries or occupations and to identify what students need to know to be competitive in these industries as well as acquire the necessary transferable skills to adapt to emerging occupations. Strategies and activities that support student success in learning and doing continue to be identified and developed. Increasing work-based learning opportunities, with formalized Ag internships targeted for development during 2021-22 with a summer pilot, is a goal in the Board adopted Ag Five-year Plan that includes developing work sites, activities, and systems with paid and unpaid partnership agreements, training plans, evaluation, time keeping and supervision. The pilot was planned for summer 2021 but the pandemic forced us to extend our timeline. Expand use of mentors and speakers from industry and the community. We are currently expanding the Ag lab facility to include more outdoor learning areas including a wet lab, small group areas and areas for student

ownership projects that will allow special population students to gain additional hands-on learning aligned to employment needs. The CTE Coordinator and Assistant Principal have been working closely with our CALPADs Coordinator and key staff in developing a system to document, record & report the new College & Career Inventory WBL data. We are working on WBL & certifications per our Ag 5-yr Plan, and exploring certifications such as NOCTI in both sectors.
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iii. **providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.**

Our Ag and BCT Advisory (established in 2019-20) represent a variety of employers and guide the preparation of students for high-skill, high-wage and/or in demand jobs Our stakeholders have and will continue to help us identify and build pathways in high-skill, high-wage and/or in-demand industries or occupations and to identify what students need to know in order to be competitive in these industries as well as acquire the necessary transferable skills to adapt to emerging occupations. Strategies and activities that support student success in learning continue to be identified and developed. Increasing work-based learning opportunities, with formalized Ag internships targeted for development during 2021-22 with a summer pilot, is a goal in the Board adopted Ag Five-year Plan that includes developing work sites, activities, and systems with paid and unpaid partnership agreements, training plans, evaluation, time keeping and supervision. The pilot was planned for summer 2021 but the pandemic forced us to extend our timeline. Expand use of mentors and speakers from industry and the community. We are currently expanding the Ag lab facility to include more outdoor learning areas including a wet lab, small group areas and areas for student ownership projects that will allow special population students to gain additional hands-on learning aligned to employment needs. The CTE Coordinator and Assistant Principal have been working closely with our CALPADs Coordinator and key staff in developing a system to document, record and report the new College and Career Inventory WBL data. We are working on WBL and certifications per our Ag 5-yr Plan, and exploring certifications such as NOCTI in both sectors.
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7. **Section 134(c)(2)(B)(ii): Alignment to Labor Market Information**

Employer Advisories.report they need skilled employees and a large number of both Ag and BCT alumni are thriving in related industries. From Ag Advisory: State Parks have natural resource management opportunities; rehab lands, environ internships and Park Aides. Top scale and entry level stall cleaners make $28/hr plus housing/TomKat Ranch gets volunteers/employees from walk-ins and colleges; similar pay as Pomponio without housing / Foothill College Vet Tech Director informs Ag on vet tech vacancies in county and on coast. The Bay Area overall can't find people. There is a low supply and high demand. Vet medicine is growing with an average of 52 openings per year in San Mateo County alone and an over 15% increase in demand for new vet assistant / vet technicians projected for 2020-2025. The average wage for veterinary assistants in San Mateo County in 2022 is $18.75/hr and $27.55/hr. for veterinary technicians. Computer Science (Information & Communication Technologies) and technology skills are an identified need in Agriculture. Given the drastic change in employment due to COVID-19 LMI has changed, however the EDD does not have this data. Building and Construction was actually showing a -.60% average change in our county for 2020-2025 with 2,361 average annual job openings. However, our industry professionals tell us they cannot find enough skilled workers. In addition, the extreme wildfires that are becoming an annual occurrence in California are creating high demand in the construction industry. Two EDD representatives attended the Jan 22, 2021 CUSD CTE Advisory & presented an LMI report tied to our current and planned pathways as well as what jobs to look at for future growth. Our partnerships in four CTE consortia including our community colleges, assists us in identifying viable labor market driven pathways and strategies for student success. Updated LMI input was presented at the Jan 22, 2021 CTE Advisory: Ag & BCT sectors provide consistent needs for food and sustaining natural resources, and exterior/interior needs for housing. These are human necessities so they will always be in demand both broadly and for specific sectors. As of now, our Agriculture Projects provide work based learning for our students. Industry employers report they are starved for talent and relocating to the central valley to get labor. Demand and skilled labor continues to diminish and the need for manufacturing, sales, and design is rising. Floral (event industries) will be booming for the next 4 years as COVID restrictions are loosened. These include floral farms, marketing, arranging, event planning and land use. Eco-Tourism will have a huge demand, with the need for managers to know how to steward the land and use space for revenue streams. Operations Manager, flower farmer, florist, event manager, land conservation/steward, greenhouse manager, trend analysis, etc. Emerging occupations: Floral and events are emerging- conservation and stewardship, Eco-tourism, Herbalism and personal wellness as impacted by food, Manufacturing - making value-added products from farming, E-commerce offerings from farming or working with plants. Hospitality has local needs for prepared students/how to run a successful business and all its components- Small business management and entrepreneurship. The Building and Construction Trades sub-pathway focuses on interior wood construction such as cabinetry, counter tops, functional and ornamental furniture, signage. Contractor, carpenter, woodworker. The BCT sector will always have demand both in the local, state, and national demands. Demand is particularly high in areas of California that have been ravaged by wildfire, destroying hundreds of homes and buildings. Industry partners identified as must haves: Construction math, digital-first skills for analysis, marketing, business operations/hands-on skills for growing, production, manufacturing/need technical drawing; drafting; designing drawing and detailing prior to when the wood hits the saw. More preparation is needed for those beginning with our Building Construction and Trades.
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Local Application Requirements

Once the LEA completes their CLNA Reporting Template above, the LEA must use that information to address the nine separate required elements identified within the Perkins V legislation. The elements are provided below and must be completed by the LEA and then entered along with the CLNA Reporting Template into the CDE online Program Grant Management System, Section 4.

1. **Section 134(b)(2)(A-C) refers to information on the CTE course offerings and activities that the eligible recipient will provide with funds under this part, which shall include not less than one program of study approved by a State under Section 124(b)(2). Indicate how the results of the CLNA:**

i. **informs the selection of the specific CTE programs and activities selected to be funded;**

ii. **describes any new programs of study the eligible recipient will develop and submit to the State for approval;**

iii. **shows how students, including students who are members of special populations, will learn about their school's CTE course offerings and whether each course is part of a CTE program of study.**

CLNA data, SWP regional plan, industry advisors and staff inform key stakeholders who together identify CTE programs and activities to be funded. Curriculum, professional development, instructional materials, equipment needs and resources are reviewed, discussed and recommendations made during industry advisory meetings. Both our Agriscience and Cabinetry and Millworking pathways are supported by this Perkins grant. The Ag Boosters, Ag advisory and Building and Construction Advisory have provided input on curriculum, program goals, work based learning opportunities, and activities for students in the pathways and their related CTSO's. Site administration and advisors recommend new pathways and guide development. Options for future pathways include Residential and Commercial Construction, Digital Arts (2 non-CTE sections are currently being offered), ICT-Computer Science (3 non-CTE sections are currently being offered) with non-Perkins support for CTE credentialing to make these into CTE pathways. An AME pathway is also planned once the other pathways are fully implemented and sustainable. At the recommendation of our industry professionals, we hope to add Residential and Commercial Construction to our Building and Construction pathway pending teacher credentialing. ii. We are part of an NCAP consortium that was awarded round 1 and 3 K-12 SWP grants supporting our Agriculture program. We also partner in a county consortium which has been awarded SWP round 2 and 3 grants in Career Awareness and Exploration, Equity and Access to Dual Enrollment and CTE STEM Pipeline to Middle Schools to further articulate our middle school programs with our high school, postsecondary and career options. Support from these grants has provided professional development on CTE middle school modules and materials for teachers teaching those modules. The modules have been very successful and further implementation is planned for 22-23. The Agriculture module is directly benefiting our high school Agriculture pathway. The Engineering and Architecture module benefits our Building and Construction pathway. These modules are also increasing equity and access as they are offered to all students in a wheel rotation including special populations. Students and parents receive information on clear CTE pathways in their planning guides, parent and student orientations, middle school recruitment by secondary pathway teachers in the middle school feeder classes, back to school nights, counseling group and one on one guidance sessions, outreach to foster and homeless youth, and access to CTE pathways in IEPs, 504s and EL classes. Counselors hold PLPs for 9th grade students to show them how to log into Naviance and CA Career Zone, complete interest profiles and explore careers, labor market information, wages, necessary skills and knowledge, colleges and postsecondary educational opportunities. We work with the San Mateo County Office of Education (SMCOE) consortium and partner districts to identify effective career awareness and exploration tools to be funded by K-12 SWP grants, including a goal to increase WBL to support CTE. These resources also share national annual and local wage data and identify career opportunities and needs both locally and nationally.
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2. **Section 134(b)(3)(A-C) refers to how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems, and other partners, will use the information provided through the CLNA to describe the following:**

   i. **career exploration and career development coursework, activities, or services;**

   ii. **career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations;**

   iii. **an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program.**

   In addition to our advisories that include workforce agency representatives, informing our CLNA by reviewing our data and gaining input on pathways, career LMI, curriculum, necessary knowledge and skills for student success, WBL opportunities, equipment and facilities, the committees review, inform and support our (i) career exploration and career development coursework, activities and services, our (ii) pathways and students by providing the most recently available career information on employment opportunities that incorporate the most up to date information on high skill, high wage, or in-demand industry sectors or occupations and review and advise on (iii) an organized system of career guidance and counseling to students before enrolling and while participating in a CTE program. Through our advisories, our stakeholders provide input to inform and guide our ongoing work in these areas. They also inform our decision making processes with a lens of support for all students and special populations. The three SWP consortia that include workforce development representation and other stakeholders with which we partner establish goals that guide us when applying for funding opportunities.
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3. **Section 134(b)(4): describe how the eligible recipient will improve the academic and technical skills of students participating in CTE programs by strengthening the academic and CTE components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in the subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965). Use the information provided through the CLNA to answer the content of this section.**

   As identified in the CLNA, there is a schoolwide focus on A-G that may discourage a CTE path for students in our special populations. Students from special populations often enroll in Ag class because it is a life science. With science and math connected it can be difficult for students who are not proficient in one of those areas in the regular A-G paths (biology, chemistry, physics). The high school is looking into developing more programs that count towards A-G and exploring ways to increase CTE completers and provide students with more options. CUSD will continue to work with its industry and other stakeholders as well as with those within four consortia to improve academic and technical skills. All Ag courses are UC/CSU D Level lab sciences. The BCT/CMW intro, intermediate and advanced courses are UC/CSU G elective. The Ag 5-yr plan includes building a second Path, likely ornamental horticulture. The new BCT multi path intro and conc courses were offered in 2020-21 and capstone added for 21-22. We are exploring Computer Science (ICT) and Production & Managerial Arts (AME) Paths. Our county CTE STEM Pipeline to Middle Schools SWP offers STEM modules to feed into Ag, Architecture and CS. Existing Path courses are aligned with academic and industry standards and include the integration of CTE and academic content through a variety of strategies. Curriculum in each sequenced course includes Common Core, CTE Model Curriculum Standards, Next Generation Science Standards (Agr) and standards for Career Ready Practice. Ag teachers participate in the CUSD K-12 Science Collaborative that meets monthly to ensure standards based curriculum coherence across all schools and grade levels and to share best practices. To assist with certification and the need for distance learning, we utilize a standards based CTE online program, ICEV, which includes assessments and certifications. Students have multiple points of entry and exit including the ability to flow to and from Science Department and Ag courses. The Ag program has strong support of the school administration, new counseling team, and the science program. The Science program and Ag Path are aligned and publicized flow charts have been developed that clearly show how students can meet their science requirements by taking courses in and between these programs. The Science and Ag department heads jointly present in several recruitment activities including 8th grade parent and student orientations and back to school nights. The Ag five-year plan includes planning for fourth year options. Students often take both Ag and CMW programs concurrently or consecutively. None of our three local community colleges currently offer classes that align directly to our Ag or BCT. However, through our round 3 K-12 SWP Equity & Access to CTE Dual Enrollment grant we identified a possible match for a pending Construction Basics course through Skyline College. To better align and articulate CTE programs across secondary and postsecondary education and to provide more linkages for our students, we also explore alignments with colleges outside of our county. We are working with the colleges to identify possible courses for 2022-23. We are working

on a dual enrollment articulation with Foothill College for horticulture. The 5 high school district county consortia including 3 partner colleges will, with the support of a SWP grant- Access and Equity Toward Dual Enrollment, continue to launch, expand/redesign, develop and deliver extensive career Paths while addressing academic achievement gaps and issues of equity and diversity for all students. The outcome will increase dual enrollment and strengthen partnerships between the districts and colleges, expanding access to college and livable wage careers for disproportionately impacted students. A priority of this grant is providing equity training for all CTE teachers and related staff. Curriculum development and alignment will take part through powerful engagement and facilitation across Path teams made up of high school, college and industry partners to design rigorous curriculum and culturally relevant pedagogy all while increasing value and appeal in dual enrollment course offerings.

4. **Section 134(b)(5)(A-D): describe how the eligible recipient will:**

   i. **provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;**

   ii. **prepare CTE participants for non-traditional fields;**

   iii. **provide equal access for special populations to CTE courses, programs, and programs of study; and**

   iv. **ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations. Use the information provided through the CLNA to answer the content of this section.**

   Use the information provided through the CLNA to answer this content of this section.

   (i, ii, iii & iv) We will continue to identify the labor market, employer advisor and student needs to identify high-skill, high-wage, or in-demand industry sectors and occupations, and necessary knowledge and skills for students to succeed. We will include this information in our planning of Paths and curriculum. We will continue to provide multiple entry and exit points to CTE and explore expanding postsecondary alignment for student ease in transitioning to advanced education and sustainable careers. Counselors will continue to hold one on one meetings with students to go over the Student Planning Guide. We will engage special populations students in trades introductory programs to illustrate other potential career and educational Paths. We will collaborate with middle school teachers and counselors to increase awareness of CTE options and student needs. We will provide options for students to connect their career goals and passions with their community service and WBL activities. Some special populations benefit from the CTE classes being an enhanced or co-taught Special Education Resource class for the added support. Currently there are no enhanced or co-taught CTE classes past the introduction level, but in support of our CTE pathway and our special populations, our administration is trying to add a section of Enhanced Intermediate Ag (concentrator) for the 22-23 school year in order to decrease barriers to some special populations. We will look into offering a continuum of support into capstone courses in the future. We will create more project based learning areas for small and large groups, including outdoor learning areas. We plan to expand on utilizing community mentors, speakers, and non-traditional role models to develop more adult and real life connections for students. For the first time in 21-22, we had a career and job fair for students and are creating a mentoring database of industry professionals willing to mentor and network with our students. We have developed sequential CTE middle school STEM curriculum modules with high school and middle school teachers that are being integrated in middle school wheel and science classes so that all students have equity of access. In general, some students who do not have protective factors at home/personally from trauma (i.e. pandemic/ACEs) whether they are in enhanced class or not- don't have coping skills to mitigate negative effects from hardships. We will identify strategies to better support these students and provide more equity training for staff and students. CTE teachers and CTE related staff will participate in the equity training to be offered through the new K-12 SWP Equity and Access to Dual Enrolment Project.
   (Maximum 5000 Characters ≅ 2.78 pages)

5. **Section 134(b)(6): describe the work-based learning opportunities that the eligible recipient will provide to students participating in CTE programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for CTE students, as applicable. Use the information provided through the CLNA to answer the content of this section.**

   Career exploration and career development coursework, WBL activities, and services are integrated into lesson plans. CTE Teachers, counselors and administrators have been trained with support of an SWP grant to utilize the CA Career Zone / Headed2 in counseling and instruction. Included are local and regional LMI, job search tools and internship opportunities. The Headed2 components that will include growing a bank of internships for students in the local region is being funded by a countywide K-12 SWP grant. Students are able to carry Headed2 services with them after high school. Ag and BCT curriculum integrates WBL and their respective CTSOs (FFA and SkillsUSA) as integral components as well as career awareness, exploration and application which include WBL activities. The integration of SkillsUSA will be assessed to determine feasibility during the building of the program. The fulltime Ag Teacher has a release period designated for 1 on 1 support and supervision of students and an FFA advisor stipend paid by CTEIG. The second ag teacher we are hoping to hire for 22-23 will receive a stipend (CTEIG) for the Assistant FFA Advisor duties. These teachers work with and supervise students WBL SAE projects, job placement and student- led enterprise projects and activities. Students also raise animals, produce agricultural goods and demonstrate their skills at competitions, fairs and shows. Mentors support students in WBL activities such as Farm Power, Tractor and equestrian teams, Ag projects and construction. In 21-22 we had a record number of students join the tractor team. CTE students were also instrumental in the building of a park on campus including construction of benches and planting beds as well as doing the actual planting and landscaping. Teachers and counselors bring in speakers and utilize LMI information to inform students about opportunities; included are EDD presentations designed specifically for targeted Paths, existing and emerging high-skill, high-wage, or in-demand industry sectors and occupations. These LM trends are presented at the CTE Advisory to best inform stakeholders of current LMI to guide discussions and recommendations. Teachers use this information to help guide their instruction; career exploration, career development coursework, work-based learning activities, and services are integrated into lesson plans. The CTE Coordinator has researched workers compensation insurance which is provided by the District for WBL students. Employers serving on the industry specific advisory committees have identified jobs within their business and agencies that can serve as WBL opportunities for students. An Agriscience WBL Program pilot was planned for 2020-21, however COVID-19 restrictions and staffing changes delayed plans and the pilot target is now pending. The CTE Coordinator and Assistant Principal worked with our prior CalPADs Coordinator and key staff to develop a system to document, record and report the new College and Career Inventory WBL data.
   (Maximum 5000 Characters ≅ 2.78 pages)

6. **Section 134(b)(7): describe how the eligible recipient will provide students participating in CTE programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable. Use the information provided through the CLNA to answer the content of this section.**

   As identified in the CLNA, there is a school-wide focus on A-G requirements that may discourage a CTE path for students in our special populations. Students from special populations enroll in Ag class because it can be a replacement for life science. The high school is looking into additional ways for students to access post secondary credits in addition to developing more programs that count towards A-G and CTE completers so students have more choices. CUSD will continue to work with its industry and other stakeholders as well as with those within three partner consortia to improve academic and technical skills and identify possible classes that align with our Paths. When building new Paths, alignment with postsecondary options will be considered. The Ag Advisory included building a second Path, likely OH, which can align with a community college in its five-year plan. The CMW Path offered a full sequence effective 2021-22. The course sequences are #7300 Intro to BCT- Multiple Paths (Path 999), # 7311 Intermediate CMW & #7312 Adv CMW which has the potential to be aligned with a newly planned Skyline College course, Construction Basics. We are exploring beginning a Computer Science (Information & Communication Tech) and a Production and Managerial Arts Path. The emerging Computer Science Path has 3 sections of non-CTE courses without CTE funding with the hope to help the teachers get their CTE credentials or recruit CTE Credentialed teachers. Both emerging Paths have potential for alignment with at least one of our local community colleges. The CTE STEM Pipeline to Middle Schools SWP grant is funding modules that are building our middle school feeder programs by providing STEM modules to support Ag, architecture, and computer science. Students have multiple points of entry and exit. CTE has strong support of the school administration, new counseling team, and the science program is unique in that it fully supports Ag. The Science program and Ag Path are aligned and a publicized flow chart has been developed that shows how students can meet their science requirements by taking courses in and between these programs. The Science and Ag department head jointly present in several recruitment activities including 8th grade parent and student orientations and back to school nights. The Ag five-year plan includes planning for fourth year options. Students often take both Ag and BCT concurrently or consecutively. None of our three local community colleges currently offer classes that directly align directly to our CTE Paths. However, through our round 2 K-12 SWP Equity and Access to CTE dual enrollment grant we have identified a possible match for a newly offered by Skyline College; Construction Basics. To better align and articulate CTE programs across secondary and postsecondary education and to provide more linkages for our students, we will further explore alignments with outside colleges. All Ag courses are D Level, fulfilling the UC/ CSU college admission requirements for lab sciences. CMW courses are G Level, fulfilling the UC/ CSU college admission requirements for college prep electives. Although none of our three local community colleges offer classes that directly align our Paths we will explore a possible design course, construction basics and other alignments with outside colleges. The five San Mateo County High School Districts (SMC) consortia including three partner San Mateo County Community Colleges will, with the support of a round 3 K-12 SWP grant- Access and Equity Toward Dual Enrollment, continue to launch, expand/redesign, develop and deliver extensive career Paths while addressing academic achievement gaps and issues of equity and diversity for all students. The outcome will increase dual enrollment and strengthen partnerships between the districts and the SMCCD, expanding access to college and livable wage careers for disproportionately impacted students. A priority is to provide equity training for all CTE teachers and related staff. Curriculum development and alignment will take part through powerful engagement and facilitation across Path teams made up of high school, college and industry partners to design rigorous curriculum and culturally relevant pedagogy all while increasing value and appeal in dual enrollment course offerings.
   (Maximum 5000 Characters ≅ 2.78 pages)

7. **Section 134(b)(8): describe how the eligible recipient will coordinate with the eligible agency and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel. Use the information provided through the CLNA to answer the content of this section.**

   CUSD works with local universities (Univ) and SMCOE to recruit staff. SMCOE provides our induction process with mixed teacher reviews. NCAP and CATA provide highly rated specific Ag induction. We participate in job fairs, use EdJoin and Cal Poly Ag teachers job board and other Ag credentialing programs for job postings. Principal and CTE Coordinator work with Ag Reg. Supervisor to recruit and provide teacher support. Ag 5 yr Plan includes actions to recruit and retain CTE Ag teachers. A CUSD funded SAE period and CTEIG funded extended 12-mo contact and PT teacher extended yr contact/FFA Advisor stipend significantly improved recruitment and retention resulting in hiring a FT and a PT (from industry) CTE Ag teacher in 2019. With the support of CTEIG we provided PD and helped the PT teacher secure her CTE credential and complete the teaching ELL students course, opening the door to build and sustain Paths, and to recruit and credential more teachers from industry. We lost this part time teacher prior to the start of the 21-22 school year due to time constraints with running her business. Through administrative, CUSD, and CTEIG support, we are offering a second full time position for the 22-23 school year. Recruitment is taking place on EdJoin, credentialing programs and through our consortia partners. We partner with a CTE consortia and have other grant funds that support PD for CTE teachers and faculty including counselors and administrators. Our Ag teachers and CTE Coordinator work closely with NCAP and CATA which sponsors professional development, industry tours, CTE credentialing cohorts, new professionals training, CTSO training, standards based curriculum development, teacher engagement activities, professional support and summer skills week at Cal Poly. Our principal is very supportive and participates in the Administrator training during the State FFA convention. Ag teachers enjoy the camaraderie, support and benefits from these Ag Ed specific supports as well as the Districtwide K-12 Science Collaborative which shares best practices, relevant resources and PD such as through the National Science Teachers Association. Our BCT teacher received training and was a technology trainer to support teachers during remote learning. CUSD offers regular, substantive professional development opportunities through six annual partial professional development days for all staff; 3 are site directed, 3 are districted directed. CUSD PD offerings most highly rated by staff are mandated reporting and restorative justice circles. District educators report many needs and preferences for PD, benefits and supports. Our certificated teacher contract does not allow for more PD than dictated by these six release days per year. We offer local voluntary professional development as well.
   (Maximum 5000 Characters ≅ 2.78 pages)

8. **Section 134(b)(9): describe how the eligible recipient will address disparities or gaps in performance between groups of students in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions that will be taken to eliminate these disparities or gaps. Use the information provided through the CLNA to answer this content of this section.**

   Due to the Covid 19 pandemic, accurate data for years beyond 2019-20 is largely unavailable. Students are currently undergoing CAASPP testing for the 21-22 school year for the first time since the pandemic. Due to Covid related staffing shortages and staffing changes within the district, the CTE completer data for our 2021 graduates is not certified. Therefore, included is pre pandemic data, the data we have for our 2021 graduates (uncertified) and our current school year, 21-22. Of our Advanced Agriculture Completers graduating in 2020-21, 84.62% of completers were nontraditional, 76.92% Latinx, 38.46% White, 0% were classified as ELL, socioeconomically disadvantaged, foster youth, or from single parent households. The Perkins funded Path, Agriscience, shows the following race breakdown for graduates participating 3 to 4 yrs: 2018-19- 71% Hispanic/Latinx, 29% White compared to the student body of 50.7% and 41.8%respectively. 2019-20- Hispanic/Latinix 47%, 53% White compared to the student body of 51.7% and 40.8% respectively. In the 2018-19, socioeconomically disadvantaged students jumped to 59% while those with disabilities dropped to 6%, and EL slightly increased to 6%. In 2019-20, 47% were socioeconomically disadvantaged, 12% with disabilities and 12% ELL. We will look at more data for each cohort to learn more about the

trends of special populations to identify gaps, disparities and strategies to support achievement. This CTE Path exceeds the State performance rate in all core indicators. In years 2018-19 and 2019-20, completer proficiency in Reading Language Arts was 66.67% both years compared to the new state target of 62%, 66.67% and 33.33%. In mathematics as compared to the new state target of 34.5, 66.67% and 33.33% respectively in Science compared to the new state target of 28.2%. All completers graduating in 2020 were nontraditional, economically disadvantaged and English language learners.100% of our completers graduated and our follow report of 2019 graduates reported a 100% placement rate with all students advancing their education and 66.67% also working part-time in the ag industry. We plan to expand our Paths to serve more students in CTE and also follow up on CTE students who have participated in the CTE programs for three to four years. Additional Paths may change our overall results given the current Agriscience Path demonstrates above target results. We consistently serve a large percentage of non-traditional students in the Agriscience Path and have not served many nontraditional students in our emerging Cabinetry, Millwork & Woodworking Path. We plan to identify female role models in the industry and look at other strategies to increase access for non-traditional students. We will work on gathering more pathway specific data and data for all CTE that will better inform our stakeholders and our CLNA. The addition of middle school Path related courses that feed into our high school Paths should increase participation and performance. The middle school opted to integrate CTE STEM modules into their science classes and rotating wheel elective courses. Plans for future CTE classes at the middle school are being discussed. The integration of modules into classes and rotating elective courses was decided so as to serve all students to assure equity and access. We are exploring offering a CTE Agriscience as a science course at the middle school. Perkins funds will be used to support data analysis to inform key stakeholders during the CLNA process. It is unfortunate that our Perkins funding is very low (around $15K) and that this amount will not grow significantly as we expand our pathway offerings and serve more students in CTE.
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LEA Sign-off

☑ Section IV - Comprehensive Local Needs Assessment (CLNA) Reporting Template & Local Application Requirements is complete and ready for CDE review.

CDE Review and Sign-off

CDE Comments

☐ **Section Approved**

Save | Save And Continue To Section V

California DEPARTMENT OF EDUCATION



Program Grant Management System (PGMS)

Cabrillo Unified (131 - Secondary)

2022-23 Application

2022-23 Section V - Budget Builder

Quick Facts Box

Allocation Amount	$16,311.00
Budgeted Amount	$16,311.00
Indirect Amount	$776.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed $0.00
Application Due Date	Sunday, May 15, 2022 11:59 PM
Application Status	Submitted For Review on May 12 2022
GAN Status	GAN has not been processed or sent to LEA
Fiscal Activity	No fiscal activity
Approved Claims	

* Subject to change based on Capital Outlay and actual expenditures

Line Item Detail

This section is used to budget expenditures for each pathway in an industry sector.

Line Item Number	CLNA Component	Student Categories	Site Name	Industry Sector	Career Pathway	Object Code	Budget Description	Budget Category	Narrative	Budget Amount	Action
1	Section 134(c)(d)(e): Stakeholder Consultation on CLNA, Dates, Content, Membership	General Population (all CTE participants)	Across All Sites	Across Multiple Sectors	Across Multiple Pathways	1000 Certificated Salaries	Other - Provide Details	(F) Research Eval Data	Certificated compensation for CTE teachers and counselors serving on advisory committees.	$200.00	Detail
2	Section 134(c)(2)(C): Progress Towards Implementation of CTE Programs of Study	General Population (all CTE participants)	Across All Sites	Across Multiple Sectors	Across Multiple Pathways	1000 Certificated Salaries	Sub Pay - Provide Details	(B) Professional Development	Substitutes for teachers to attend pathway related field trips with students, CTSO events, and professional development/conferences/workshops including FFA.	$600.00	Detail
3	Section 134(c)(2)(C): Progress Towards Implementation of CTE Programs of Study	General Population (all CTE participants)	Across All Sites	Across Multiple Sectors	Across Multiple Pathways	3000 Employee Benefits	Other - Provide Details	(B) Professional Development	Benefits for substitutes for teacher attendance at professional development, conferences/workshops including FFA.	$100.00	Detail
4	Section 134(c)(d)(e): Stakeholder Consultation on CLNA, Dates, Content, Membership	General Population (all CTE participants)	Across All Sites	Across Multiple Sectors	Across Multiple Pathways	3000 Employee Benefits	Other - Provide Details	(F) Research Eval Data	Benefits for CTE teachers and counselors serving on advisory committees.	$61.00	Detail
5	Section 134(c)(2)(C): Progress Towards Implementation of CTE Programs of Study	General Population (all CTE participants)	Across All Sites	Across Multiple Sectors	Across Multiple Pathways	4000 Books/Supplies	Instructional Materials	(A) Instruction	Instructional materials and tools to enhance curriculum and instruction for pathway classrooms and outdoor Ag farm, and SAE project materials. These activities support student skill development and have shown success in motivating non-traditional, disabled and ELL students. These activities also support multiple CLNA sections.	$11,750.00	Detail
6	Section 134(c)(2)(B)(i):	General Population	Across All	Across Multiple	Across Multiple	5000 Services/Operating	Travel & Convention	(B) Professional	Travel expenditures for conferences and travel for CTE coordinator,	$500.00	Detail

	Program Size, Scope, and Quality to Meet the Needs of All Students	(all CTE participants)	Sites	Sectors	Pathways	Expenses		Development	administrators and CTE teachers including Educating for Careers Conference and FFA administrator experience.		
7	Section 134(c)(2)(E): Progress Towards Equal Access to CTE Programs for All Students	General Population (all CTE participants)	Across All Sites	Across Multiple Sectors	Across Multiple Pathways	5000 Services/Operating Expenses	Travel & Convention	(D) Transportation	Gas for farm vehicles for student and CTE teacher travel to fair, FFA and other program related events.	$200.00	Detail
8	Section 134(c)(2)(C): Progress Towards Implementation of CTE Programs of Study	General Population (all CTE participants)	Cabrillo Unified / Half Moon Bay High	Agriculture and Natural Resources	Agriscience	5000 Services/Operating Expenses	Travel & Convention	(B) Professional Development	Hotels for CTSO/FFA Advisors.	$2,000.00	Detail
9	Section 134(c)(2)(C): Progress Towards Implementation of CTE Programs of Study	General Population (all CTE participants)	Cabrillo Unified / Half Moon Bay High	Building and Construction Trades	Cabinetry, Millwork, and Woodworking	1000 Certificated Salaries	Other - Provide Details	(C) Curriculum Development	Certificated compensation up to 20 hours for summer curriculum development, Fusion 360, for Cabinetry, Millwork and Woodworking pathway.	$700.00	Detail
10	Section 134(c)(2)(C): Progress Towards Implementation of CTE Programs of Study	General Population (all CTE participants)	Cabrillo Unified / Half Moon Bay High	Building and Construction Trades	Cabinetry, Millwork, and Woodworking	3000 Employee Benefits	Other - Provide Details	(C) Curriculum Development	Benefits for CTE teacher summer curriculum development up to 20 hours.	$200.00	Detail
									Total	**$16,311.00**	

Inventory Verification

Each LEA maintains a historical inventory system, which contains the description, name, serial or other identification number, acquisition date, original cost, and percentage of federal participation in the cost, location, use, condition, and date and mode of disposal of all equipment items acquired by it that has a market value of five-hundred $500.00 or more per item. A reasonable estimate of the original cost may be used if the actual original cost is unknown. [CEC 35268]

Cabrillo Unified (131 - Secondary) conducts a historical inventory verification at least every 2 years for all of the following:

- Description
- Name
- Serial or other identification number
- Acquisition date
- Original cost
- Location (room)
- Use, condition, and date and mode of disposal of all equipment items acquired by it that has a market value of five-hundred $500.00 or more per item. A reasonable estimate of the original cost may be used if the actual original cost is unknown.

(●) Yes ( ) No

Provide justification for not maintaining a historical inventory system that meet all of the above points.

LEA Sign-off

☑ Sequence of Courses to Be Funded section is complete.

CDE Review and Sign-off

CDE Comments

☐ **Section Approved**

Save | Save and Continue to Section VI

California DEPARTMENT OF EDUCATION



Program Grant Management System (PGMS)

Cabrillo Unified (131 - Secondary)

2022-23 Application

2022-23 Section VI - Budget Viewer

Quick Facts Box

Allocation Amount	$16,311.00
Budgeted Amount	$16,311.00
Indirect Amount	$776.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed $0.00
Application Due Date	Sunday, May 15, 2022 11:59 PM
Application Status	Submitted For Review on May 12 2022
GAN Status	GAN has not been processed or sent to LEA
Fiscal Activity	No fiscal activity
Approved Claims	

* Subject to change based on Capital Outlay and actual expenditures

To add a site/sector/pathway or line item, go to Section V.

	At Least 85% of the grant must be spent in these areas						Not to exceed 10% of total expenditure	Not to exceed 5% of total expenditure	
Object Code	(A) Instruction (Including Career Technical Student Organizations)	(B) Professional Development	(C) Curriculum Development	(D) Transportation and Child Care for Economically Disadvantaged Participants	(E) Special Populations Services	(F) Research Evaluation and Data Development	(G) Career and Academic Guidance and Counseling for Students Participating in CTE Programs	(H) Administration or Indirect Costs	Total
1000 Certificated Salaries	$0.00	$600.00	$700.00	$0.00	$0.00	$200.00	$0.00	$0.00	**$1,500.00**
2000 Classified Salaries	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	**$0.00**
3000 Employee Benefits	$0.00	$100.00	$200.00	$0.00	$0.00	$61.00	$0.00	$0.00	**$361.00**
4000 Books/Supplies	$11,750.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	**$11,750.00**
5000 Services/ Operating Expenses	$0.00	$2,500.00	$0.00	$200.00	$0.00	$0.00	$0.00	$0.00	**$2,700.00**
6000 Capital Outlay	$0.00	N/A	N/A	N/A	N/A	N/A	N/A	N/A	**$0.00**
7000 Indirect Costs	N/A	N/A	N/A	N/A	N/A	N/A	N/A	$0.00	**$0.00**
Total	**$11,750.00**	**$3,200.00**	**$900.00**	**$200.00**	**$0.00**	**$261.00**	**$0.00**	**$0.00**	**$16,311.00**

CLNA Component Grouped by Object Code

Object Code	Section 134(c)(d)(e): Stakeholder Consultation on CLNA, Dates, Content, Membership	S134(c)(2)(A): Student Performance on Required Performance Indicators (Disaggregated)	S134(c)(2)(B)(ii): Program Size, Scope, and Quality to Meet the Needs of All Students	S134(c)(2)(C): Progress Towards Implementation of CTE Programs of Study	S134(c)(2)(D): Improving Recruitment, Retention, and Training of CTE Professionals, Including Underrepresented Groups	S134(c)(2)(E): Progress Towards Equal Access to CTE Programs for All Students	S134(c)(2)(B)(ii): Alignment to Labor Market Information (LMI)	Object Code Total
1000 Certificated Salaries	$200.00	$.00	$.00	$1,300.00	$.00	$.00	$.00	$1,500.00
3000 Employee Benefits	$61.00	$.00	$.00	$300.00	$.00	$.00	$.00	$361.00
4000 Books/Supplies	$.00	$.00	$.00	$11,750.00	$.00	$.00	$.00	$11,750.00
5000 Services/Operating Expenses	$.00	$.00	$500.00	$2,000.00	$.00	$200.00	$.00	$2,700.00
	$261.00	**$0.00**	**$500.00**	**$15,350.00**	**$0.00**	**$200.00**	**$0.00**	**$16,311.00**

Student Categories Targeted Grouped by Object Code

Object Code	General Population (All CTE Participants)	Individuals With Disabilities	Individuals From Economically Disadvantaged Families, Including Low-income Youth and Adults	Individuals Preparing for Nontraditional FFields	Single Parents, Including Single Pregnant Women	Out-of-workforce Individuals	English Language Learners	Homeless Individuals	Youth Who Are In, Or Who Have Aged Out Of, The Foster Care System	Youth With A Parent Who Is On Active Duty In The Military	Object Code Total
1000 Certificated Salaries	$1,500.00	$.00	$.00	$.00	$.00	$.00	$.00	$.00	$.00	$.00	$1,500.00
3000 Employee Benefits	$361.00	$.00	$.00	$.00	$.00	$.00	$.00	$.00	$.00	$.00	$361.00
4000 Books/Supplies	$11,750.00	$.00	$.00	$.00	$.00	$.00	$.00	$.00	$.00	$.00	$11,750.00
5000 Services/Operating Expenses	$2,700.00	$.00	$.00	$.00	$.00	$.00	$.00	$.00	$.00	$.00	$2,700.00
	$16,311.00	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$16,311.00**

Continue to Section VII

California Department of Education
1430 N Street
Sacramento, CA 95814

California DEPARTMENT OF EDUCATION



Program Grant Management System (PGMS)

Cabrillo Unified (131 - Secondary)

2022-23 Application

Local CTE Program Changes Update

Quick Facts Box

Allocation Amount	$16,311.00
Budgeted Amount	$16,311.00
Indirect Amount	$776.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed $0.00
Application Due Date	Sunday, May 15, 2022 11:59 PM
Application Status	Submitted For Review on May 12 2022
GAN Status	GAN has not been processed or sent to LEA
Fiscal Activity	No fiscal activity
Approved Claims	

* Subject to change based on Capital Outlay and actual expenditures

Local CTE Plan Update

Are there any major changes made to the LEA's CTE program for 2021-22, e.g.:

- New courses have been added to an existing program sequence.
- New sequences of courses have been developed for an existing industry sector.
- A new industry sector and the corresponding sequences of courses have been developed.

(●) Yes ( ) No

We may be changing our BCT pathway from a 3 year sequence to a 2 year sequence (concentrator and capstone). It has been difficult to maintain sign ups for a full 3 year pathway as these courses are G electives and many students do not have room in their schedules for 3 years of an elective. In addition, students are now receiving introductory coursework at the middle school level, so we feel that the introductory course at the high school is no longer as essential.

LEA Sign-off

☑ Local CTE Plan Update section is complete and ready for CDE review.

CDE Review and Sign-off

CDE Comments

☐ **Section Approved**

Save | Save and Continue to Application Status

Web Policy

Sacramento, CA 95814

California DEPARTMENT OF EDUCATION



Program Grant Management System (PGMS)

Cabrillo Unified (131 - Secondary)

2022-23 Application

2022-23 Status

Quick Facts Box

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Approved Claims	

* Subject to change based on Capital Outlay and actual expenditures

Application Over All Status: Submitted For Review on 05/12/22 at 05/12/22

This application has been finalized and submitted to CDE for review. This application has not been approved by CDE.

Sections	Perkins' Coordinator Progress	CDE Progress	Superintendent Progress
LEA Contacts	Submitted	Accepted	Not Submitted
Section I	Submitted	Pending	Not Submitted
Section II	Submitted	Pending	Not Submitted
Section III	Submitted	Pending	Not Submitted
Section IV	Submitted	Pending	Not Submitted
Section V	Submitted	Pending	Not Submitted
Section VI	Submitted	Accepted	Not Submitted
Section VII	Submitted	Pending	Not Submitted

Task	By Whom	Deadline
PGMS/Perkins/Application tab opens	CDE	M 03/07/2022
Initial LEA submission ▪ Sections I-VII = "LEA Sign Off" checkboxes ▪ Status tab = "Submit" button	LEA Perkins Coordinator	F 05/13/2022

Initial CDE review ▪ Reopens for edits, with feedback, when needed. ▪ Revises & resubmits by re-clicking the "LEA Sign Off" checkboxes	▪ CDE Consultant ▪ LEA Perkins Coordinator	F 06/17/2022
CDE approval	CDE Consultant	F 06/24/2022
LEA Superintendent's approval	LEA Superintendent	Th 06/30/2022
CDE sends GAN for LEA Superintendent's signature	CDE Analyst	F 07/01/2022
LEA sends GAN signed by LEA Superintendent to CDE	LEA Perkins Coordinator	ASAP

CABRILLO UNIFIED SCHOOL DISTRICT

498 Kelly Avenue, Half Moon Bay, California 94019 • 650 712-7100 • Fax 650 726-0279 • www.cabrillo.k12.ca.us

SUPERINTENDENT
Sean McPhetridge, Ed.D.

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Kimberly Hines
Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: June 9, 2022
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Assistant Superintendent, Curriculum and Instruction
CATEGORY: Consent/Action
ITEM TITLE: Approval of 2022-23 Agricultural Education Incentive Grant

BACKGROUND INFORMATION

The Agricultural Education Incentive Grant (AIG) Program (California Senate Bill 813 [1983] and California Education Code, Article 7.5 Agriculture Career Technical Education Incentive Program (sections 52460-52462)) provides support for agricultural education programs to improve the quality of their agricultural career technical education programs.

This AIG will provide up to $17,252.00 to support the Agriculture Program at Half Moon Bay High School by funding instructional materials, conferences including Future Farmers of America (FFA), and improvements to the greenhouses and outdoor Ag Lab/Farm facilities.

If awarded, the AIG requires a 1:1 match of general funds earmarked for CTE. In turn, this grant will be used as matching funds for the Career Technical Education (CTE) Incentive Grant (CTEIG) at a rate of 2:1 providing an additional $8,626 to support CTE. This AIG also demonstrates that CUSD is leveraging and "braiding" CTE funds, thus giving CUSD special consideration when applying for other CTE grants.

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

Approve as submitted.

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2022–23 APPLICATION FOR FUNDING

California Department of Education
(Due Date: To be received in Regional Supervisor's Office by June 30, 2022)

Half Moon Bay High School	Cabrillo Unified
School Site	District

Please include the following items with your application:

- [x] Eligibility Determination Sheet
- [x] Variance Request Form (if applicable)
- [ ] Quality Criterion 12 Form (if applicable)
- [x] Award Estimator and Budget Sheet
- [x] List of Agriculture Teachers

Certification: I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that the attached assurances are accepted as the basic conditions of the operations in this project/program for local participation and assistance.

	Superintendent
Signature of Authorized Agent	Authorized Agent Title
Signature of Agriculture Teacher Responsible for the Program	Signature of Principal

Contact Phone Number: (650) 712-7200

Date of Local Agency Board Approval: 06/09/20

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2022–23 APPLICATION FOR FUNDING

California Department of Education
(Due Date: To be received in Regional Supervisor's Office by June 30, 2022)

Eligibility Determination Sheet

IN ORDER TO APPLY FOR FUNDING, YOU MUST MEET **ALL** THE QUALITY CRITERIA LISTED BELOW.

Please check each Quality Criteria you meet:

- [x] 1. Curriculum and Instruction
- [ ] 2. Leadership and Citizenship Development
- [x] 3. Practical Application of Occupational Skills
- [x] 4. Qualified and Competent Personnel
- [x] 5. Facilities, Equipment, and Materials
- [x] 6. Community, Business, and Industry Involvement
- [x] 7. Career Guidance
- [x] 8. Program Promotion
- [x] 9. Program Accountability and Planning

IF YOU CHECKED **ALL** THE REQUIRED QUALITY CRITERIA, PLEASE CONTINUE TO THE NEXT PAGE OF YOUR APPLICATION.

If you **do not** meet one or more of the criteria listed above, you may submit a Variance Request Form for each unmet criterion.

A variance is a proposed plan to bring your program into compliance with all the quality criteria listed above, prior to the following year's application.

All variances must be approved with this application in order to be eligible for funding. Non-compliance with the terms of the approved variance will result in a loss of funds.

Will you be including a formal Variance Request Form for each unmet criterion?

[x] Yes [ ] No

IF YOU ARE REQUESTING ONE OR MORE VARIANCES, PLEASE COMPLETE A **VARIANCE REQUEST FORM** FOR EACH AND CONTINUE TO THE NEXT PAGE OF YOUR APPLICATION.

IF YOU DO NOT MEET **ALL** REQUIRED QUALITY CRITERIA LISTED ABOVE, **AND** YOU ARE **NOT** SUBMITTING A VARIANCE REQUEST FORM

STOP

YOU ARE NOT ELIGIBLE TO APPLY FOR FUNDING THROUGH THE AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT.

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2022–23 APPLICATION FOR FUNDING

California Department of Education
(Due Date: To be received in Regional Supervisor's Office by June 30, 2022)

AWARD ESTIMATOR

DATES OF PROJECT DURATION: JULY 1, 2022 TO JUNE 30, 2023

Applicant Information (please fill in the underlined fields)

Number of different agriculture teachers at site (Please attach a separate list of agriculture teachers' names):	2
Total number of students from the prior fiscal year R-2 Report:	94
Number of teachers meeting Criterion 10 (Class size - See instructions):	2
Number of teachers meeting Criterion 11a (Year round employment - See instructions):	2
Number of teachers meeting Criterion 11b (Project supervision period - See instructions):	2
Do you meet all criteria on the attached Quality Criterion 12 Form (Y/N)?	N

Award Calculations

Part 1: Based on your number of agriculture teachers at the site: (Please attach a separate list of agriculture teachers' names):	$ 4,500.00
Part 2: Based on $8.00 per member listed on the R-2 Report:	$ 752.00
Part 3a: Based on number of teachers meeting Criterion 10:	$ 4,000.00
Part 3b: Based on number of teachers meeting Criterion 11a:	$ 4,000.00
Part 3c: Based on number of teachers meeting Criterion 11b:	$ 4,000.00
Part 4: Based on meeting all criteria on the Quality Criterion 12 Form:	$ 0.00
Total Estimated Award:	$ 17,252.00

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2022–23 APPLICATION FOR FUNDING

California Department of Education

(Due Date: To be received in Regional Supervisor's Office by June 30, 2022)

Budget Sheet

Incentive grant awards must be matched for each Account Number below (4000, 5000, and 6000). Account Number 4000 requires only the subtotal be matched, but Account Numbers 5000 and 6000 must be matched by line item. A waiver of matching must be approved for any instances where matching funds do not meet or exceed Incentive Grant funds.

Amount left to Allocate: $ 0.00

4000: Books & Supplies

Items	Description of Items of Funds Being Used	Incentive Grant Funds	Matching Funds
1.	assroom and FFA materials and suppli	$ 5,000.00	$ 5,000.00
Subtotal	N/A	$ 5,000.00	$ 5,000.00

5000 Services and Operating Expenses, including services of consultants, staff travel, conferences, rentals, leases, repairs, and bus transportation

Items	Description of Items of Funds Being Used	Incentive Grant Funds	Matching Funds
1.	Conferences and travel	$ 6,252.00	$ 6,252.00
2.	Equipment and vehicle maintenance	$ 1,000.00	$ 1,000.00
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
Subtotal	N/A	$ 7,252.00	$ 7,252.00

6000 Capital Outlay, including sites, buildings, improvement of buildings, and equipment

Items	Description of Items of Funds Being Used	Incentive Grant Funds	Matching Funds
1.	Greenhouse/Ag lab facilities	$ 5,000.00	$ 5,000.00
2.			
3.			
4.			
5.			
Subtotal	N/A	$ 5,000.00	$ 5,000.00

Total Allocated Funds: $ 17,252.00 $ 17,252.00

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2022–23 APPLICATION FOR FUNDING

California Department of Education
(Due Date: To be received in Regional Supervisor's Office by June 30, 2022)

VARIANCE REQUEST FORM

PLEASE NOTE: EACH CRITERION FOR WHICH A VARIANCE IS REQUESTED MUST BE COMPLETED ON A SEPARATE FORM

Variance Request for Funding Year:

Half Moon Bay High School	Cabrillo Unified
School Site	District

1. Standard and criterion for which variance is requested:

   Standard Number: 2

   Criterion Number: 2

2. Reasons why the criterion is not being met at this time (use additional pages if needed):
   Unfortunately, due to ongoing Covid surges in the state as a whole and on our campus at various points during the school year, our students were unable to travel and attend in person FFA events during most of the 2021-22 school year. Please see attached memo from our site principal, Mr. Nazar.

3. Steps to be taken in order to meet this criterion (use additional pages if needed):
   We hope that in the 2022-23 school year, we will be able to attend all FFA events again in person. We will continue to monitor this ongoing changing situation. We will continue to register our students for FFA events and will attend if it is safe for our students.

Hannah Carney	[redacted]
Name of Agriculture Teacher Responsible for the Program	Signature of Agriculture Teacher Responsible for the Program
John Nazar	[redacted]
Name of Principal	Signature of Principal
JessaLee Goehring	
Name of Regional Supervisor	Signature of Regional Supervisor

List of Agriculture Teachers

Teacher of Record for 2021-22 school year:

Hannah Carney
Single Subject Teaching Credential: Agriculture and Agricultural Specialist

Note:

We are currently in the hiring process for 2022-23. We were already trying to hire a second teacher for 2022-23 when Hannah Carney resigned her position. We are now attempting to fill 2 positions. I was encouraged by my regional supervisor to apply for the maximum funds in the hope we will fill both positions.

Half Moon Bay High School
Cabrillo Unified School District
Lewis Foster Drive, Half Moon Bay, CA 94019
650 712-7200
•https://hmbhs.cabrillo.k12.ca.us/

May 24, 2022

MEMORANDUM

TO: JessaLee Goehring
FROM: John Nazar, Principal, Half Moon Bay High School
RE: Cancellation of travel for FFA events

Dear Ms. Goehring,

I am writing this memo at the request of our CTE Coordinator, Lisa Longaker, regarding Criterion 2 of our 22-23 AIG grant application.

During the 21-22 school year, we continued to have a number of Covid surges on our campus and in our community. Half Moon Bay is a small community. Many of our students have siblings at multiple school sites within the district and many live in multigenerational households. Dealing with Covid surges and weighing the risks to our students, staff and community has been an ongoing challenge.

Out of an abundance of caution, we unfortunately felt the need to cancel student travel to some FFA events this year. Our students would have needed to travel together in tightly spaced vehicles, stay in shared hotel rooms, and participate in large scale events where masks were not required. Unfortunately, the times of these scheduled events coincided with surges locally and we felt it too risky to allow our students to participate.

I am a huge proponent of FFA. The personal growth and leadership students receive as a result of their participation in FFA is phenomenal. It is my sincere hope that in the 2022-23 school year, our students will be healthy and able to travel to all scheduled FFA events.

Covid has been a tremendous challenge to the entire education community. I appreciate your consideration and flexibility in these unique circumstances.

Sincerely,

[redacted]

John Nazar, Principal
nazarj@cabrillo.k12.ca.us
(650) 712 - 7200

CABRILLO UNIFIED SCHOOL DISTRICT

498 Kelly Avenue, Half Moon Bay, California 94019 • 650 712-7100 • Fax 650 726-0279 • www.cabrillo.k12.ca.us

SUPERINTENDENT
Sean McPhetridge, Ed.D.

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Kimberly Hines
Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: June 9, 2022
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Assistant Superintendent, Curriculum and Instruction
CATEGORY: Action/Consent
ITEM TITLE: Adoption of New ELA/ELD (Benchmark Advance/Adelante) Curriculum for Elementary Schools

BACKGROUND INFORMATION

This is a request to approve the adoption of a new English Language Arts / English Language Development (ELA/ELD) curriculum for our Elementary Schools beginning the 2022-2023 school year. After reviewing and piloting, the California Department of Education adopted *Benchmark Advance/Adelante Literacy Program*, which is a **California Department of Education approved curriculum** and aligned to the Common Core State Standards.

Cabrillo Unified School District (CUSD) currently has a variety of ELA/ELD adopted curricula at our elementary sites. Wonders/Maravillas was adopted in 2017/2018 for use at Hatch Elementary School. However, this curriculum was not adopted at Kings Mountain, El Granada, and Farallone View Elementary Schools, but instead Lucy Caulkin's Readers/Writers Workshop was used as the main ELA curriculum.

Through the Local Control Accountability Plan Educational Partner meetings and input from many of our CUSD staff committees and parent meetings, a common recommendation from our educational partners was to adopt a district wide ELA/ELD adoption to ensure all students have equal access to a state approved and Common Core aligned curriculum. As a result, our 2021-2022 LCAP included the following goals to ensure we set aside funding for a combined ELA/ELD adoption to support all students as well as provide aligned intervention and ELD curriculum that will support our at-promise students.

- LCAP Goal 2 Action 1
- LCAP Goal 2 Action 2
- LCAP Goal 2 Action 9

Our ELA/ELD Adoption Committee was formed Fall of 2021 with the goal to adopt a district wide elementary ELA/ELD curriculum to ensure equity and access across all four elementary sites. CUSD partnered with San Mateo County Office of Education (SMCOE) to support our team through a formal adoption process.

Our adoption committee consisted of 16 extraordinary teachers from all 4 elementary schools:

El Granada Elementary School
- Angeles-Hagarty, Annette (K)
- Krein, Erica (K)
- Bruno, Angelica (1st)
- Fisher, Lauren (1st)
- Hooker, Brittany (4th)
- Shue, Pauline (2nd)
- Walsh, Stacey (3rd)

Farallone View Elementary School
- Jeffs, Rebecca (2nd)

Kings Mountain Elementary School
- Springer, Maile (4th/5th)

Hatch Elementary School
- Sanchez, Celia (K)
- Foster, Abigail (1st) Dual Immersion
- Hernandez, Luisa (2nd) Dual Immersion
- Work, Angie (3rd/4th)

District Support Staff
- Deval, Holli (ELD K-5th)
- Ron, Julie (ELD K-5th)
- Turney, Celena (ELA K-5th)

Our ELA/ELD Committee worked above and beyond throughout the adoption process. Our committee engaged in 15 meetings along with participation in optional office hours. After review of samples of the two ELA/ELD curriculum options approved by the California Department of Education, Wonders/Maravillas and Benchmark/Adelante, our team chose Benchmark/Adelante as the only curriculum to pilot. In addition, Benchmark/Adelante and Wonders/Maravillas are the top rated curricula on the EdReports website. During Spring 2022, our adoption committee piloted a unit. On May 23, 2022, we held our final ELA/ELD adoption meeting where 12 out 13 committee members voted to adopt Benchmark Adelante.

REPORT/PROPOSAL

After the implementation of a full elementary ELA/ELD adoption process, our elementary ELA/ELD adoption committee highly recommends the *Benchmark Advance/Adelante Literacy Program*.

FISCAL ANALYSIS

This eight-year ELA/ELD adoption is estimated to cost $532,882. The cost per site is detailed in the table below:

Farallone View	$76,233	Benchmark TK-5 ELA/ELD Curriculum Adoption
El Granada	$145,474	Benchmark TK-5 ELA/ELD Curriculum Adoption
Hatch	$262,510	Benchmark TK-5 ELA/ELD Curriculum Adoption
Kings Mountain	$48,665	Benchmark TK-5 ELA/ELD Curriculum Adoption
TOTAL	$532,882	
Funding Source	$258,990	LCAP Goal 2 Action 1
	$60,000	LCAP Goal 2 Action 2
	$55,164	LCAP Goal 2 Action 9
	$158,728	General Fund Materials and Supplies

RECOMMENDATION

We recommend the Cabrillo Unified School District's Governing Board approve this eight-year ELA/ELD adoption of *Benchmark Advance/Adelante* English Language Arts (ELA) / English Language Development (ELD) Curriculum program for full implementation at all our Elementary Schools beginning the 2022-2023 academic school year and ending the 2030-31 academic school year.

B E N C H M A R K
E D U C A T I O N
C O M P A N Y
145 Huguenot Street, 8th Floor
New Rochelle, New York 10801

QUOTE: 34855

Contact representative
Michele VanHentenryck
Email: mvanhentenryck@benchmarkeducation.com
Office Phone: (831) 252-2535
Phone: (831) 252-2535

Customer:
CABRILLO UNIFIED SCHOOL DIST
498 KELLY AVE
HALF MOON BAY CA 94019
United States

Ship To:
Hatch Elementary
490 Miramontes Ave
Half Moon Bay CA 94019-1824

Product Code	Title	Price Level	Unit Price	Qty	Total Price
XY9207D	CA Listos y adelante TK Enhanced Deluxe 20-Copy Package Print and Digital 8-Year	Current	$5,310.00	1	$5,310.00
XY0944	Benchmark Adelante Grade K 25 Students 8-Year Deluxe Package Version 2 - California Edition (plus digital)	Current	$7,650.00	2	$15,300.00
XY0945	Benchmark Adelante Grade 1 25 Students 8-Year Deluxe Package Version 2 - California Edition (plus digital)	Current	$7,650.00	2	$15,300.00
XY0953	Benchmark Adelante Grade 2 30 Students 8-Year Deluxe Package Version 2 - California Edition (plus digital)	Current	$7,985.00	3	$23,955.00
XY0954	Benchmark Adelante Grade 3 30 Students 8-Year Deluxe Package Version 2 - California Edition (plus digital)	Current	$7,985.00	2	$15,970.00
XY0955	Benchmark Adelante Grade 4 30 Students 8-Year Deluxe Package Version 2 - California Edition (plus digital)	Current	$7,985.00	2	$15,970.00
XY0956	Benchmark Adelante Grade 5 30 Students 8-Year Deluxe Package Version 2 - California Edition (plus digital)	Current	$7,985.00	2	$15,970.00
XY9199D	CA Ready to Advance TK Enhanced Deluxe 20-Copy Package Print and Digital 8-Year	Current	$4,835.00	1	$4,835.00
XY0885	Benchmark Advance Grade K 25 students 8-Year Package Version 2 - California Edition (plus digital)	Current	$6,955.00	2	$13,910.00
XY0886	Benchmark Advance Grade 1 25 students 8-Year Package Version 2 - California Edition (plus digital)	Current	$6,955.00	2	$13,910.00
XY0876	Benchmark Advance Grade 2 30 Students 8-Year Deluxe Package Version 2 - California Edition (plus digital)	Current	$7,260.00	1	$7,260.00
XY0877	Benchmark Advance Grade 3 30 Students 8-Year Deluxe Package Version 2 - California Edition (plus digital)	Current	$7,260.00	2	$14,520.00

BENCHMARK EDUCATION COMPANY
145 Huguenot Street, 8th Floor
New Rochelle, New York 10801

QUOTE: 34855

Contact representative
Michele VanHentenryck
Email: mvanhentenryck@benchmarkeducation.com
Office Phone: (831) 252-2535
Phone: (831) 252-2535

Product Code	Title	Price Level	Unit Price	Qty	Total Price
XY0878	Benchmark Advance Grade 4 30 Students 8-Year Deluxe Package Version 2 - California Edition (plus digital)	Current	$7,260.00	2	$14,520.00
XY0879	Benchmark Advance Grade 5 30 Students 8-Year Deluxe Package Version 2 - California Edition (plus digital)	Current	$7,260.00	2	$14,520.00
XY8255D	Benchmark Phonics Gr. K 25-Student Classroom Package Print and Digital 8-Year	Current	$4,895.00	2	$9,790.00
XY8256D	Benchmark Phonics Gr. 1 25-Student Classroom Package Print and Digital 8-Year	Current	$4,895.00	2	$9,790.00
XY8257D	Benchmark Phonics Gr. 2 25-Student Classroom Package Print and Digital 8-Year	Current	$1,415.00	1	$1,415.00
XY9026D	Spanish Benchmark Phonics Gr. K 25-Student Classroom Package Print and Digital 8-Year	Current	$5,190.00	2	$10,380.00
XY9027D	Spanish Benchmark Phonics Gr. 1 25-Student Classroom Package Print and Digital 8-Year	Current	$5,190.00	2	$10,380.00
XY9028D	Spanish Benchmark Phonics Gr. 2 25-Student Classroom Package Print and Digital 8-Year	Current	$1,460.00	2	$2,920.00
PR991	PD-Free Implementation (Gratis)	On-Site	$0.00	5	$0.00

Subtotal	Sales Tax	Shipping Cost	Total
$235,925.00	$22,117.96	$4,467.50	$262,510.46 USD

Memo
* B00121628 ALVIN S HATCH ELEM SCHOOL. * PD days valid if purchased along with quotes # 34409, 34412, 34413.

* The above pricing cannot be combined with any other offers.
* Price firm for 45 days from quote date. Price quote must be attached to school purchase orders to receive the quoted price.
* All digital subscriptions will end on July 31st the last year of the term purchased.
* Trainings must be cancelled before scheduled training date (at least five (5) business days prior for on-site and at least 72 hours prior for virtual trainings). If you cancel trainings after these periods, you will be charged the full amount of the training session(s) cancelled.

B E N C H M A R K
E D U C A T I O N
C O M P A N Y
145 Huguenot Street, 8th Floor
New Rochelle, New York 10801

QUOTE: 34855

Contact representative
Michele VanHentenryck
Email: mvanhentenryck@benchmarkeducation.com
Office Phone: (831) 252-2535
Phone: (831) 252-2535

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER ALONG WITH THE FOLLOWING INFORMATION FOR ALL DIGITAL SUBSCRIPTIONS

- Name of School(s) That Will Use the Subscription(s)
Attach separate document if necessary
- Onboarding Tech Contact Name
- Onboarding Tech Contact E-Mail
- REQUIRED

SEND ORDER TO: Benchmark Education Company
6295 Commerce Center Drive, Suite B| Groveport, OH 43125-1160
Email: neworders@benchmarkeducation.com
Phone: 877-236-2465| Fax: 877-732-8273

Terms of Service
* By placing an order for Benchmark Education Company ("BEC") products (the "Products"), the entity ("Customer") that this proposal has been prepared for agrees to be bound by BEC's Terms of Service and Terms of Use and Privacy Policy (see below).
Subject to the Customer's payment of the fees set out above, BEC grants to Customer a non-exclusive and non-transferable license to access and use the Products under the terms described in this Terms of Service. The proposal contains the scope of use allowed and the term of Customer's license to the Products.



B E N C H M A R K
E D U C A T I O N
C O M P A N Y
145 Huguenot Street, 8th Floor
New Rochelle, New York 10801

QUOTE: 34409

Contact representative
Michele VanHentenryck
Email: mvanhentenryck@benchmarkeducation.com
Office Phone: (831) 252-2535
Phone: (831) 252-2535

Customer:
CABRILLO UNIFIED SCHOOL DIST
498 KELLY AVE
HALF MOON BAY CA 94019
United States

Ship To:
El Granada Elementary School
400 Santiago Ave
Half Moon Bay CA 94019

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XY8257D	Benchmark Phonics Gr. 2 25-Student Classroom Package Print and Digital 8-Year	Current	$1,415.00	1	$1,415.00
PR991	PD-Free Implementation (Gratis)	On-Site	$0.00	2	$0.00

Subtotal	Sales Tax	Shipping Cost	Total
$131,085.00	$12,289.22	$2,099.50	$145,473.72 USD

B E N C H M A R K
E D U C A T I O N
C O M P A N Y
145 Huguenot Street, 8th Floor
New Rochelle, New York 10801

QUOTE: 34409

Contact representative
Michele VanHentenryck
Email: mvanhentenryck@benchmarkeducation.com
Office Phone: (831) 252-2535
Phone: (831) 252-2535

Memo
* B00121630 EL GRANADA ELEMENTARY SCHOOL.

* The above pricing cannot be combined with any other offers.
* Price firm for 45 days from quote date. Price quote must be attached to school purchase orders to receive the quoted price.
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* Trainings must be cancelled before scheduled training date (at least five (5) business days prior for on-site and at least 72 hours prior for virtual trainings). If you cancel trainings after these periods, you will be charged the full amount of the training session(s) cancelled.

B E N C H M A R K
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New Rochelle, New York 10801

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Phone: (831) 252-2535

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER ALONG WITH THE FOLLOWING INFORMATION FOR ALL DIGITAL SUBSCRIPTIONS

- Name of School(s) That Will Use the Subscription(s)
Attach separate document if necessary
- Onboarding Tech Contact Name
- Onboarding Tech Contact E-Mail
- REQUIRED

SEND ORDER TO: Benchmark Education Company
6295 Commerce Center Drive, Suite B| Groveport, OH 43125-1160
Email: neworders@benchmarkeducation.com
Phone: 877-236-2465| Fax: 877-732-8273

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BENCHMARK EDUCATION COMPANY
145 Huguenot Street, 8th Floor
New Rochelle, New York 10801

QUOTE: 34412

Contact representative
Michele VanHentenryck
Email: mvanhentenryck@benchmarkeducation.com
Office Phone: (831) 252-2535
Phone: (831) 252-2535

Customer:
CABRILLO UNIFIED SCHOOL DIST
498 KELLY AVE
HALF MOON BAY CA 94019
United States

Ship To:
Farallone View Elementary School
1100 Le Conte Ave
Montara CA 94037

Product Code	Title	Price Level	Unit Price	Qty	Total Price
XY0885	Benchmark Advance Grade K 25 students 8-Year Package Version 2 - California Edition (plus digital)	Current	$6,955.00	1	$6,955.00
XY0886	Benchmark Advance Grade 1 25 students 8-Year Package Version 2 - California Edition (plus digital)	Current	$6,955.00	1	$6,955.00
XY0876	Benchmark Advance Grade 2 30 Students 8-Year Deluxe Package Version 2 - California Edition (plus digital)	Current	$7,260.00	2	$14,520.00
XY0877	Benchmark Advance Grade 3 30 Students 8-Year Deluxe Package Version 2 - California Edition (plus digital)	Current	$7,260.00	1	$7,260.00
XY0878	Benchmark Advance Grade 4 30 Students 8-Year Deluxe Package Version 2 - California Edition (plus digital)	Current	$7,260.00	2	$14,520.00
XY0879	Benchmark Advance Grade 5 30 Students 8-Year Deluxe Package Version 2 - California Edition (plus digital)	Current	$7,260.00	1	$7,260.00
XY8255D	Benchmark Phonics Gr. K 25-Student Classroom Package Print and Digital 8-Year	Current	$4,895.00	1	$4,895.00
XY8256D	Benchmark Phonics Gr. 1 25-Student Classroom Package Print and Digital 8-Year	Current	$4,895.00	1	$4,895.00
XY8257D	Benchmark Phonics Gr. 2 25-Student Classroom Package Print and Digital 8-Year	Current	$1,415.00	1	$1,415.00
PR991	PD-Free Implementation (Gratis)	On-Site	$0.00	1	$0.00

Subtotal	Sales Tax	Shipping Cost	Total
$68,675.00	$6,438.28	$1,120.50	$76,233.78 USD

Memo
* B00121642 FARALLONE VIEW ELEM SCHOOL.

B E N C H M A R K
E D U C A T I O N
C O M P A N Y
145 Huguenot Street, 8th Floor
New Rochelle, New York 10801

QUOTE: 34412

Contact representative
Michele VanHentenryck
Email: mvanhentenryck@benchmarkeducation.com
Office Phone: (831) 252-2535
Phone: (831) 252-2535

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C O M P A N Y
145 Huguenot Street, 8th Floor
New Rochelle, New York 10801

QUOTE: 34412

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Phone: (831) 252-2535

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Attach separate document if necessary
- Onboarding Tech Contact Name
- Onboarding Tech Contact E-Mail
- REQUIRED

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Email: neworders@benchmarkeducation.com
Phone: 877-236-2465| Fax: 877-732-8273

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BENCHMARK
EDUCATION
COMPANY
145 Huguenot Street, 8th Floor
New Rochelle, New York 10801

QUOTE: 34413

Contact representative
Michele VanHentenryck
Email: mvanhentenryck@benchmarkeducation.com
Office Phone: (831) 252-2535
Phone: (831) 252-2535

Customer:
CABRILLO UNIFIED SCHOOL DIST
498 KELLY AVE
HALF MOON BAY CA 94019
United States

Ship To:
Kings Mountain
211 Swett Rd
Woodside CA 94062

Product Code	Title	Price Level	Unit Price	Qty	Total Price
XY0885	Benchmark Advance Grade K 25 students 8-Year Package Version 2 - California Edition (plus digital)	Current	$6,955.00	1	$6,955.00
XY0886	Benchmark Advance Grade 1 25 students 8-Year Package Version 2 - California Edition (plus digital)	Current	$6,955.00	1	$6,955.00
XY0876	Benchmark Advance Grade 2 30 Students 8-Year Deluxe Package Version 2 - California Edition (plus digital)	Current	$7,260.00	1	$7,260.00
XY0877	Benchmark Advance Grade 3 30 Students 8-Year Deluxe Package Version 2 - California Edition (plus digital)	Current	$7,260.00	1	$7,260.00
XY0878	Benchmark Advance Grade 4 30 Students 8-Year Deluxe Package Version 2 - California Edition (plus digital)	Current	$7,260.00	1	$7,260.00
XY0879	Benchmark Advance Grade 5 30 Students 8-Year Deluxe Package Version 2 - California Edition (plus digital)	Current	$7,260.00	1	$7,260.00
XY8257D	Benchmark Phonics Gr. 2 25-Student Classroom Package Print and Digital 8-Year	Current	$1,415.00	1	$1,415.00

Subtotal	Sales Tax	Shipping Cost	Total
$44,365.00	$4,159.22	$141.50	$48,665.72 USD

Memo
* B00121678 KINGS MOUNTAIN ELEM SCHOOL.

* The above pricing cannot be combined with any other offers.
* Price firm for 45 days from quote date. Price quote must be attached to school purchase orders to receive the quoted price.
* All digital subscriptions will end on July 31st the last year of the term purchased.
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145 Huguenot Street, 8th Floor
New Rochelle, New York 10801

QUOTE: 34413

Contact representative
Michele VanHentenryck
Email: mvanhentenryck@benchmarkeducation.com
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- Name of School(s) That Will Use the Subscription(s)
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- Onboarding Tech Contact Name
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- REQUIRED

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CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
Sean McPhetridge, Ed.D.

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Kimberly Hines
Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: June 9, 2022
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Assistant Superintendent, Curriculum and Instruction
CATEGORY: Consent/Action
ITEM TITLE: Adoption of Advanced Placement Environmental Science Textbook

BACKGROUND INFORMATION

This is a request to adopt "Environment: The Science Behind the Stories" 7th edition for the Advanced Placement (AP) Environmental Science course at Half Moon Bay High School.

Student Impact

Thirty to sixty eleventh and twelfth grade students will benefit from this new program each year.

Local Control Accountability Plan (LCAP) Goal Alignment

#1: The metrics and actions will be implemented to ensure that the progress made within **Priority 1** and the implementation of academic content and performance standards in **Priority 2** will be maintained over the coming three years. These areas will be evaluated on a regular basis to ensure maintenance of progress and metrics, and actions will be reevaluated as necessary to determine if there is a need to evaluate a priority to a broad or focus goal.

Single Plan for Student Achievement (SPSA) Goal Alignment

#1: Academic Achievement: Literacy and Reclassification

By June 2023, increase the overall academic success of all students.

- UC/CSU Eligibility will be increase by 1%
- ELA CAASPP Proficiency Rates will increase by at least 1%
- Increasing focus on English Language Arts, and placing special emphasis upon students within the statistically under-performing subgroup of English Language Learners and our students receiving special education services
- Using lessons based on Common Core State Standards and increased AVID strategies

#2: College and Career Readiness

- Increase in the number of students enrolled in AVID, AP and Advanced courses by 1% by June 2023
- Maintain access to technology devices (Chromebook) at 100% of our students

Monitor Progress and Success

This textbook is a core curriculum to be complemented by other labs and projects designed by the teacher. It is the curricular centerpiece for content. The science department will measure student learning with lab reports, presentations, and written and objective assessments. The teacher will use assessments provided by the textbook as means of evaluating student performance.

REPORT/PROPOSAL

Thirty to sixty 11th and 12th grade students take this course each year. This textbook will replace our current, outdated text. The new curriculum includes access to online resources and has been updated to align with the Next Generation Science Standards and includes additional English Learner student support resources. This new text incorporates new understandings of environmental science that were not present in our old textbook. It also updates current events and case studies that are referenced in each chapter. This book was reviewed by the teacher of the course and the Half Moon Bay High School Science Department to ensure it aligns with our course pathway and the appropriate standards for the course.

FISCAL ANALYSIS

The cost for 60 copies of the text including online access will be a total of $10,625.54. We will use LCFF base and/or State, Federal, and local grants to pay for this one-time cost.

RECOMMENDATION

It is recommended that the Cabrillo Unified School District's Governing Board approve the "Environment: The Science Behind the Stories" 7th edition curriculum for implementation during the 2022/2023 school year for Half Moon Bay High School.

SAVVAS

Mr. Joseph Centoni
Biology Teacher-Science Department Chair
Cabrillo Unified School Dist
498 Kelly Ave
Half Moon Bay, CA 94019-1690
United States

Quote Number: 187987-2

Quote Creation Date: 04-29-2022

Quote Expiration Date: 09-30-2022

Quote Release: 2

Cabrillo USD_APES_7e_Print+Digital+TestPrep

Price Quote Summary

Solution	Base Amount	Total
Withgott: Environment: The Science	$ 9,748.20	$ 9,748.20
Solution Subtotal	**$ 9,748.20**	**$ 9,748.20**
Shipping & Handling		**$ 877.34**
Total		**$ 10,625.54**

Price Quote Detail

ISBN	Description	Price	Charged Qty	Total Charged
Withgott: Environment: The Science Behind the Stories				
Environment: The Science Behind the Stories 7th Edition, AP® Edition ©2021 Mastering® Environmental Science with Pearson eText, Withgott				
9780136738503	ENVIRONMENT: THE SCIENCE BEHIND THE STORIES, AP EDITION PLUS TEST PREP ORKBOOK FOR AP	$162.47	60	$9,748.20
	Environment: The Science Behind the Stories 7th Edition, AP® Edition ©2021 Mastering® Environmental Science with Pearson eText, Withgott Subtotal			**$ 9,748.20**
	Withgott: Environment: The Science Behind the Stories Subtotal			**$ 9,748.20**
	Solution Subtotal			**$ 9,748.20**
		Shipping and Handling		**$ 877.34**
			Total	**$ 10,625.54**

Savvas Learning Company LLC Terms and Conditions

To place your order please submit a copy of this price quote with your Purchase Order, include the Quote Number on your Purchase Order, and include any other required documentation. You may send the order documents using an electronic form **or** by mail. Please submit your PO and price via one of the following methods:

e-Form: http://support.savvas.com/support/s/contactsupport
Mail: PO Box 6820, Chandler, AZ 85246

Savvas does not accept Credit Card information via postal mail, facsimile, or email. Credit Card information will only be accepted via phone, eCommerce, or OASIS.
For questions regarding your order please call Customer Service: 1-800-848-9500.

Price quote: This is a price quote for the customer's convenience only, and not an offer to contract. All quotes are subject to review and final acceptance by an authorized representative of Savvas at its offices. Savvas reserves the right to correct typographical, computational or other errors. Savvas' standard terms are net 30 days unless otherwise specified. All pricing is in US Dollars unless otherwise specified. Pricing calculations use multiple decimal places to determine the most accurate extended pricing but are represented in standard currency format. The breakdown of the fees set forth in this quotation is considered Savvas proprietary information and not subject to disclosure by the customer.

Shipping & handling charges (where applicable) are shown on the quote. S&H rates quoted are for standard ground transportation and may not reflect account contracted rates. If expedited shipping is requested, actual charges may be higher. For orders picked up at the Savvas warehouse by the customer or a third party carrier contracted by the customer, a 2% handling charge will be applied to shippable items. The 2% charge will show up on the customer proposal and invoice as a S&H charge.

Taxes: All pricing in this quote is exclusive of any applicable sales, use or other similar taxes or duties. The customer is responsible for any such taxes or duties that may apply; if the customer is tax exempt, evidence of such tax exemption must be provided. Estimated tax may be provided solely for customer convenience. The amount indicated is only an estimate and is intended to be helpful for budgeting purposes. The actual amount of sales tax assessed at the time of invoicing may be more or less.

Platforms: Savvas, and any third party for which Savvas serves as the sales agent or distributor, reserve the right to change and/or update technology platforms, including possible edition updates to customers during the term of access. Customers will be notified of any change prior to the beginning of the new school year.

Return Policy: If you are not entirely satisfied with any of our products, then you may, within six months from the date of purchase, return all materials still in new, unused, salable condition for a full refund, credit, or replacement. All returned materials must be shipped back to Savvas within 30 days of receiving the Return Materials Authorization. All materials sold in a set or a package must be returned complete as originally sold. Materials that were provided gratis must be returned proportionate to the purchased items being returned for refund or credit.

Consumable Worktexts: Subsequent year consumable worktexts will ship each year on the order date of the original order for the duration of their license. Worktexts will ship to the location listed on the original order. Quantities for each grade level and title will remain consistent each year. Changes to quantities of titles previously ordered, shipping location changes, or any other changes to consumable worktext shipments must be made 4 weeks prior to the original order date. Changes should be made using the e-form: https://worktext-subscriptions.savvas.com/.

Annual subscriptions for iLit and Successmaker: Products automatically renew on the anniversary date of the original purchase and will be invoiced accordingly unless otherwise specified. If you wish to cancel, please let us know in writing prior to the date of renewal by completing the customer service request form which you can access here: https://support.savvas.com/support/s/customer-service-support-form.

Technical support services are included with purchase of Savvas digital products eform: https://support.savvas.com/support/s/k12-curriculum-support-form phone: 1-800-848-9500

Professional Services: All paid services must be scheduled and delivered within twelve (12) months of the order date of those services. Any unused services expire at the end of such twelve (12) month period, unless otherwise specified in contract terms. MySavvasTraining, which provides online access to on-demand tutorials and interactive webinar sessions, is included with purchase of products (mySavvasTraining.com).

CABRILLO UNIFIED SCHOOL DISTRICT

498 Kelly Avenue, Half Moon Bay, California 94019 • 650 712-7100 • Fax 650 726-0279 • www.cabrillo.k12.ca.us

SUPERINTENDENT
Sean McPhetridge, Ed.D.

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Kimberly Hines
Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: June 9, 2022
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Assistant Superintendent, Curriculum and Instruction
CATEGORY: Consent/Action
ITEM TITLE: Adoption of Advanced Placement United States History Textbook

BACKGROUND INFORMATION

Our Half Moon Bay High School Social Studies Department is requesting a textbook update for AP United States History.

Student Impact

Typically, there are between 70 and 90 students who take AP United States History each year. The updating of the core text will provide historical content up through 2019 and online integration that is so very necessary for providing a contemporary education. Additionally, the online licenses for MindTap allow for a more in-depth curriculum. MindTap is an online customized learning path that provides both the regular eBook and the enhanced interactive book. The enhanced interactive eBook allows the instructor to customize the content within the book to match their syllabus and their students' learning style. For the student, MindTap includes interactive learning tasks, content and tutorial videos, and online assessments.

Local Control Accountability Plan (LCAP) Goal Alignment

#1: The metrics and actions will be implemented to ensure that the progress made within **Priority 1** and the implementation of academic content and performance standards in **Priority 2** will be maintained over the coming three years. These areas will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to evaluate a priority to a broad or focus goal.

Single Plan for Student Achievement (SPSA) Goal Alignment

#1: Academic Achievement: Literacy and Reclassification

By June 2023, increase the overall academic success of all students.

- UC/CSU Eligibility will be increased by 1%
- ELA CAASPP Proficiency Rates will increase by at least 1%
- Increasing focus on English Language Arts, and placing special emphasis upon students within the statistically under-performing subgroup of English Language Learners and our students receiving special education services
- Using lessons based on Common Core State Standards and increased AVID strategies

#2: College and Career Readiness

- Increase in the number of students enrolled in AVID, AP and Advanced courses by 1% by June 2023
- Maintain access to technology devices (Chromebook) at 100% of our students

Monitor Progress and Success

Student performance will be monitored by College Board data relating to pass rate as a whole and for subgroups. The Mind Map online curriculum will also be used to generate data reports.

REPORT/PROPOSAL

The current Advanced Placement United States History textbook is The American Pageant with a 2002 copyright and is the 12th Edition. The textbook sought after has a 2019 copyright and is the 17th Edition. This proposal is to get the same book, so it is not an adoption per se, but rather staff are seeking approval for purchase of the most current edition.

FISCAL ANALYSIS

The cost for 125 copies of the textbook including online access will be a total of $25,062.50. We will use LCFF base and/or State, Federal, and local grants to pay for this one-time cost.

RECOMMENDATION

It is recommended to the Cabrillo Unified School District governing board members that we approve the Advanced Placement United States History, The American Pageant 2019 copyright (17th Edition) for implementation beginning the 2022-2023 school year for Half Moon Bay High School.

To place your order: select Submit Customer Purchase Order Here

Confidential Price Quote (6091245)

Submit Customer Purchase Order Here

5/26/2022
Pricing on this Proposal Guaranteed: **10/5/2022**

Presented To: Richard Van Wyngaarden, vanwyngaardenr@cabrillo.k12.ca.us
Prepared By: Robin Duncan, (831) 251-1774, robin.duncan@cengage.com

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HALF MOON BAY HIGH SCHOOL Richard Van Wyngaarden Lewis Foster Dr HALF MOON BAY, CA 94019 USA	HALF MOON BAY HIGH SCHOOL Richard Van Wyngaarden Lewis Foster Dr HALF MOON BAY, CA 94019 USA	ATTN: Order Fulfillment 10650 Toebben Drive Independence, KY 41051 (800) 354-9706 http://NGL.Cengage.com/CustomerSupport

View Quote in CAD

Quoted Products: APUSH 2022

Qty	Update Qty	Product	Price	Quoted Price	Total
125		**ePack: The American Pageant, AP® Edition, 17th Student Edition + MindTap™ (6-year access)** Kennedy/Kennedy 17th Edition [K12, 2020] 9781337975049 / 1337975044	$200.50	$200.50	$25,062.50
1		**The American Pageant, AP® Edition, 17th Edition, Annotated Instructor's Edition** Kennedy/Cohen 17th Edition [K12, 2020] 9780357030707 / 0357030702	$156.50	$0.00	**FREE**
1		**Fast Track to a 5 AP® Test Preparation Workbook** Kennedy/Cohen 17th Edition [K12, 2020] 9780357030721 / 0357030729	$26.00	$0.00	**FREE**

Sub-Total:	$25,062.50
+ Tax (%):	$2,255.63
+ Estimated Shipping and/or Process Fee:	$2,506.25

TOTAL: $29,824.38
Total Savings: $182.50

Submit Customer Purchase Order Here

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SUPERINTENDENT
Sean McPhetridge, Ed.D.

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Kimberly Hines
Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: June 9, 2022
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Assistant Superintendent, Curriculum and Instruction
CATEGORY: Consent/Action
ITEM TITLE: Marine Ecology (Honors) Textbook Adoption

BACKGROUND INFORMATION

This is a request to adopt "Castro, Marine Science" 2nd edition for the marine ecology course at Half Moon Bay High School. Thirty to sixty 11th and 12th grade students take this course each year. This textbook will replace our current, outdated text. The new curriculum includes access to online resources and has been updated to align with the Next Generation Science Standards and includes additional ELL support resources. This new text incorporates new understandings of marine science including details about global change that were absent in our old textbook. This book was reviewed by the teacher of the course and the Half Moon Bay High School Science Department to ensure it aligns with our course pathway and the appropriate standards for the course.

Student Impact

Thirty to sixty eleventh and twelfth grade students will benefit from this new program each year.

Local Control Accountability Plan (LCAP) Goal Alignment

#1: The metrics and actions will be implemented to ensure that the progress made within **Priority 1** and the implementation of academic content and performance standards in **Priority 2** will be maintained over the coming three years. These areas will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to evaluate a priority to a broad or focus goal.

Single Plan for Student Achievement (SPSA) Goal Alignment

#1: Academic Achievement: Literacy and Reclassification

By June 2023, increase the overall academic success of all students.

- UC/CSU Eligibility will be increase by 1%
- ELA CAASPP Proficiency Rates will increase by at least 1%
- Increasing focus on English Language Arts, and placing special emphasis upon students within the statistically under-performing subgroup of English Language Learners and our students receiving special education services
- Using lessons based on Common Core State Standards and increased AVID strategies

#2: College and Career Readiness

- Increase in the number of students enrolled in AVID, AP and Advanced courses by 1% by June 2023
- Maintain access to technology devices (Chromebook) at 100% of our students

REPORT/PROPOSAL

The approval of the “Castro, Marine Science 2e” will support student academic achievement in our Marine Ecology course. Sustainability, particularly Environmental Sustainability, is an overall goal for the Cabrillo Unified School District. The adoption of a Common Core standards aligned curriculum will support in teaching environmentally friendly practices to ensure the goals of our environmental committee are achieved.

This textbook is a core curriculum to be complemented by other labs and projects designed by the teacher. It is the curricular centerpiece for content. In regards to monitoring the progress and success of this new adoption, the science department will measure student learning with lab reports, presentations, and written and objective assessments. The teacher will use assessments provided by the textbook as means of evaluating student performance.

FISCAL ANALYSIS

The cost for 60 copies of the textbook including online access will be a total of $8,177.92. We will use LCFF base and/or State, Federal, and local grants to pay for this one-time cost.

RECOMMENDATION

It is recommended that the Cabrillo Unified School District’s Governing Board members approve the “Castro, Marine Science 2e” for implementation during the 2022-23 school year for Half Moon Bay High School.

Because learning changes everything.®

ORDER FORM FOR:

Half Moon Bay High School
LEWIS FOSTER DRIVE
HALF MOON BAY, CA 94019
ACCOUNT NUMBER: 155252

SUBSCRIPTION/DIGITAL CONTACT:

Joseph Centoni
jmcentoni@yahoo.com
6505201068

CONTACT:

Joseph Centoni
jmcentoni@yahoo.com
6505201068

SALES REP INFORMATION:

Will Marshall
will.marshall@mheducation.com

Section Summary	Product Subtotal
Castro, Marine Science © 2019 2nd edition	$7,021.80

PRODUCT TOTAL*	**$7,021.80**
ESTIMATED S&H**	$476.68
ESTIMATED TAX**	$679.44
GRAND TOTAL*	**$8,177.92**

* Price firm for 45 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. If applicable, actual tax charges will be applied at time of order.

Comments:

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO: McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605

Email: orders_mhe@mheducation.com | Phone: 1-800-780-0246 | Fax: 1-866-513-8081

QUOTE DATE:	04/19/2022	ACCOUNT NAME: Half Moon Bay High School		EXPIRATION DATE:	06/03/2022
QUOTE NUMBER:	MCLEA-04192022-002	ACCOUNT #: 155252		PAGE #:	1

Because learning changes everything.®

Product Description	ISBN	Qty	Unit Price	Line Subtotal
Castro, Marine Science © 2019 2nd edition				
MARINE SCIENCE STUDENT EDITION (REINFORCED BINDING)	978-0-07-692818-7	60	$117.03	$7,021.80
		Castro, Marine Science © 2019 2nd edition Subtotal:		**$7,021.80**

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO: McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605
Email: orders_mhe@mheducation.com | Phone: 1-800-780-0246 | Fax: 1-866-513-8081

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QUOTE NUMBER:	MCLEA-04192022-002	ACCOUNT #: 155252		PAGE #:	2

Because learning changes everything.®

ORDER FORM FOR:

Half Moon Bay High School
LEWIS FOSTER DRIVE

HALF MOON BAY, CA 94019

ACCOUNT NUMBER: 155252

CONTACT:

Joseph Centoni

jmcentoni@yahoo.com

6505201068

PRODUCT TOTAL*	**$7,021.80**
ESTIMATED SHIPPING & HANDLING**	$476.68
ESTIMATED TAX**	$679.44
GRAND TOTAL	**$8,177.92**

SUBSCRIPTION/DIGITAL CONTACT:

Joseph Centoni

jmcentoni@yahoo.com

6505201068

Comments:

* Price firm for 45 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. If applicable, actual tax charges will be applied at time of order.

Terms of Service:
By placing an order for digital products (the 'Subscribed Materials'), the entity that this price quote has been prepared for ('Subscriber') agrees to be bound by the Terms of Service and any specific provisions required by Subscriber's state law, each located in the applicable links below. Subject to Subscriber's payment of the fees set out above, McGraw Hill LLC hereby grants to Subscriber a non-exclusive, non-transferable license to allow only the number of Authorized Users that corresponds to the quantity of Subscribed Materials set forth above to access and use the Subscribed Materials under the terms described in the Terms of Service and any specific provisions required by Subscriber's state law, each located in the applicable links below. The subscription term for the Subscribed Materials shall be as set forth in the Product Description above. If no subscription term is specified, the initial term shall be one (1) year from the date of this price quote (the 'Initial Subscription Term'), and thereafter the Subscriber shall renew for additional one (1) year terms (each a 'Subscription Renewal Term'), provided MHE has chosen to renew the subscription and has sent an invoice for such Subscription Renewal Term to Subscriber.

Terms Of Service

Provisions required by Subscriber State law

ATTENTION: In our effort to protect our customer's data, we will no longer store credit card data in any manner within in our system. Therefore, as of April 30, 2016 we will no longer accept credit card orders via email, fax, or mail/package delivery. Credit card orders may be placed over the phone by calling the number listed above or via our websites by visiting www.mheducation.com (or www.mhecoast2coast.com).

School Purchase Order Number: _____

_____ _____

Name of School Official (Please Print) Signature of School Official

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO: McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605

Email: orders_mhe@mheducation.com | Phone: 1-800-780-0246 | Fax: 1-866-513-8081

QUOTE DATE:	04/19/2022	ACCOUNT NAME: Half Moon Bay High School		EXPIRATION DATE:	06/03/2022
QUOTE NUMBER:	MCLEA-04192022-002	ACCOUNT #: 155252		PAGE #:	3

CABRILLO UNIFIED SCHOOL DISTRICT

498 Kelly Avenue, Half Moon Bay, California 94019 • 650 712-7100 • Fax 650 726-0279 • www.cabrillo.k12.ca.us

SUPERINTENDENT
Sean McPhetridge, Ed.D.

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Kimberly Hines
Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: June 9, 2022
TO: Members of the Governing Board
FROM: Martha Ladd, Educational Support Services Director
CATEGORY: Consent
ITEM TITLE: Approval of MOU between Hazel Health and CUSD

BACKGROUND INFORMATION

The District's telehealth contract in 2021-22 demonstrated that these services improve quality healthcare access for our students. Moreover, telehealth services also help CUSD reduce truancy related illness, increase retention, and improve overall academic performance of our students.

This 3-year MOU will allow CUSD to continue to provide telehealth services for our students, and the MOU will cover availability of Hazel Health physicians or paraprofessionals to provide telehealth services as follows:

Telehealth Services:

For each consultation, the Hazel Health Physician or Professional shall:

a. Direct/supervise Initiator in performing initial clinical tasks
b. Conduct a healthcare consultation to assess the patient's clinical needs
c. Based upon the healthcare consultation, should Hazel Health Physician or Professional determine the patient's condition constitutes an emergent matter, refer the patient or directly contact the appropriate emergency service Physician or Professionals (e.g., 911)
d. Patients who have completed the necessary steps to create a valid Physician or Professional-patient relationship via telehealth will receive consultations by Hazel Health Physician or Professionals, including the following steps:

    i. Agreeing to an informed consent form, terms of use, and release of information and privacy policies
    ii. Completing a comprehensive clinical history disclosure via the online platform
    iii. Documenting a patient assessment

FISCAL ANALYSIS

In the first year of the renewed Agreement, the District will compensate Hazel $20.00 per student (approximately 2700 students is $54,000). In the second year of this renewed Agreement, the District will compensate Hazel $19.00 per student (approximately 2700 students is $51,300). In the third year of this renewed Agreement, the District will compensate Hazel $18.00 per student (approximately 2700 students is $48,600).

RECOMMENDATION

Approve the 2022-2025 Hazel Health MOU as presented.

MASTER SERVICES AGREEMENT BETWEEN CABRILLO UNIFIED SCHOOL DISTRICT AND HAZEL HEALTH INC. AND TELEHEALTH SERVICES USA

This Teletherapy Professional Services Agreement ("Agreement") is made and entered into as of July 1, 2022 (the "Effective Date"), by and between, Hazel Health Inc., a Delaware corporation qualified to do business in California ("Hazel") and Telehealth Services USA, doing business as Hazel Health Services, a California professional corporation (Hazel Health) and the Cabrillo Unified School District existing under the state laws of California, ("District"), for the provision of telehealth-based professional health care services.. Each entity is referred to individually as a "party" and the entities collectively are referred to as the "parties."

RECITALS

A. Hazel Health engages physicians and other licensed practitioners, such as nurse practitioners duly licensed in various states, including the State of California who are qualified and experienced in providing telehealth based therapy and counseling services.

B. Hazel is in the business of assisting Hazel Health by providing non-clinical services such as telehealth technology, training, and technology support services.

C. District is a public school district within the state of California and desires to engage Hazel Health to provide certain telehealth-based services to its enrolled students.

D. District believes a contract by which it arranges for these telehealth services will improve quality healthcare access for its students, as well as reduce truancy related illness, increase retention, and overall improve academic performance of its students.

E. Healthcare services, therapy or counseling services may occur at the District or outside the District to covered students as agreed upon by the parties.

NOW, THEREFORE, for and in consideration of the recitals above and the mutual covenants and conditions contained herein, the parties agree as follows:

1. <u>Hazel and Hazel Health Obligations.</u> District hereby engages Hazel Health to be a Physician or Professional of telehealth-based primary care services (the "Services").

1.1 **Applicable Standards.** Hazel Health shall at all times render Services in accordance with: (i) professional standards of care; (ii) applicable statutes and regulations; (iii) District's written policies; and (iv) any protocols developed by the parties.

1.2 **Coverage and Response Time.** Hazel Health shall make the Services, as further described in Exhibit A of this Agreement, available in accordance with the service level availability requested by the District. District understands and agrees that Hazel Health is not responsible for unavailability of the Services, or for a delay or interruption in performing the Services, if due to a network communications or technology error, failure, or interruption, or to unexpected volume, beyond the control of Hazel Health based upon commercially reasonable standards. In the event the full scope of Services is unable to be provided (e.g., unanticipated unavailability of Hazel Health Physician or Professionals due to sickness or an emergency, a network server error, equipment or system malfunction), District shall provide its customary level of care for students which may be limited to visits with the school nurse. In such an event, Hazel Health shall make best efforts for its Physicians or Professionals to continue to be available for phone consultation, to the extent such is appropriate in the Physician or Professionals' professional judgment.

1.3 **Hazel and Hazel Health's Representations.** Hazel Health represents as follows, and shall notify District immediately upon becoming aware that any of the representations below is no longer correct:

(a) Hazel and Hazel Health have the authority to enter into this Agreement;

(b) Hazel and Hazel Health are not bound by any agreement or arrangement that would preclude it from entering into, or from fully performing the Services required under this Agreement;

(c) Neither Hazel Health nor any Physician or Professional providing services under this Agreement: (i) is a "sanctioned person" under any federal or state program or law; (ii) has been listed in the current List of Excluded Individuals and Entities by the Office of Inspector General for the U.S. Department of Health and Human Services; (iii) has been listed on the General Services Administration's List of Parties Excluded from Federal Programs; (iv) has been listed on the U.S. Department of Treasury, Office of Foreign Assets Control's Specially Designated Nationals and Blocked Persons List; or (v) has been convicted of a criminal offense related to health care.

1.4 **Independent Medical Judgment.** Hazel Health and its Physician or Professionals shall use their independent medical and professional judgment when performing professional telehealth services. Hazel, nor the District, shall have nor exercise any control over the professional judgment and medical decision-making of the Physicians or Professionals.

1.5 **Applicable Standards and Staffing.** To enable Hazel Health to provide the Services, District shall staff and equip its location(s) in accordance with: (i) applicable standards of care; (ii) applicable statutes and regulations; (iii) District's written policies; and (iv) any protocols developed by the parties.

1.6 **Telehealth Technology and Support.** District shall provide the technology and support as set forth in this Agreement. The selected sites must have consistent Wi-Fi access of 1.5 Mbps download 500 Kbps upload. District agrees to provide a regular data feed to Provider with demographic and relevant data necessary to provide the highest quality care. District will also provide printing capabilities as needed with the requisite supplies, including but not limited to printer, toner and printing paper.

1.7 **Telepresenter/Initiator**. District shall make an onsite individual available to Hazel Health for purposes of serving as a telepresenter/initiator who will assist with certain administrative and basic clinical functions under the direction and supervision of the Hazel Health's Physician or Provider as required by applicable state law. The duties of Initiators include, but are not limited to, (a) verifying that the student's parents/guardians have consented to treatment by Provider and (b) launching the application to start the visit.

1.8 **District's Representations.** District represents as follows, and shall notify Hazel Health immediately upon becoming aware any of the representations below is no longer correct:

(a) District is a public school district accredited and in good standing under the laws of the State of California, and has the authority to enter into this Agreement;

(b) District is not bound by any agreement or arrangement that would preclude it from entering into, or from fully performing its obligations under, this Agreement;

(c) Neither District nor any of its employees, officers or agents: (i) are "sanctioned persons" under any federal or state program or law; (ii) have been listed in the current List of Excluded Individuals and Entities by the Office of Inspector General for the U.S. Department of Health and Human Services; (iii) have been listed on the General Services Administration's List of Parties Excluded from Federal Programs; (iv) have been listed on the U.S. Department of Treasury, Office of Foreign Assets Control's Specially Designated Nationals and Blocked Persons List; or (v) have been convicted of a criminal offense related to health care;

1.9 **Covered Schools.** All District schools are covered under this Agreement.

1.10 Neither District nor its affiliates or subsidiaries, nor any employee, agent or representative of District or its affiliates has any financial relationship, direct or indirect, with any Physician or Professional, except as expressly set forth in this Agreement.

2. Medical Records; FERPA; HIPAA Privacy & Security.

2.1 **HIPAA Compliance**. The health records of Hazel Health's patients which are prepared and maintained by Hazel Health in connection with providing the Services hereunder are the property of Hazel Health. Hazel Health agrees to comply with all applicable federal and State laws and regulations relating to the maintenance, uses and disclosures of protected health information (including any heightened requirements for mental health records), including, without limitation, the Health Insurance Portability and Accountability Act of 1996, as codified at 42 U.S.C. § 1320 et. seq. ("HIPAA"), as amended by the Health Information Technology for Economic and Clinical Health Act, as incorporated in the American Recovery and Reinvestment Act of 2009, and any current and future regulations promulgated thereunder, including those published at 45 C.F.R. Parts 160, 162, and 164, all collectively referred to herein as "HIPAA Requirements." To the extent required by the HIPAA Requirements, Hazel Health shall obtain authorization and consent from the patients and/or patients' parents or legal guardians to use or disclose the patients' protected health information.

2.2 **FERPA Compliance**. The parties acknowledge that certain information Hazel or Hazel Health may view or have access to may be considered education records that are subject to the Family Educational Rights and Privacy Act, codified at 20 U.S.C. § 1232g, and its implementing regulations, codified at 34 C.F.R. Part 99, collectively referred to herein as "FERPA." The Parties further acknowledge that, in some instances, FERPA or State law may require a patient's authorization to disclose education records from the District to Hazel Health. To the extent required by FERPA or State law, District shall obtain the patient's authorization to disclose educational records to Hazel Health. Hazel and Hazel Health agrees to comply with any FERPA or applicable State law requirements regarding the confidentiality of education records.

Hazel, Hazel Health, and their subcontractors will not use student records for advertising or marketing purposes unless such use is specifically authorized by this Agreement or otherwise authorized in writing by the District. Hazel, Hazel Health, and their subcontractors are prohibited from using student records to engage in targeted advertising and mining student records for any purposes other than those agreed to by the parties

3. Compensation. District shall pay Hazel in accordance with the payment provisions set forth in Exhibit A of this Agreement, incorporated herein ("Compensation").

4. Billing and Collection. Except to the extent inconsistent with federal or state law, Hazel Health and its Physician or Professionals shall have the right to bill and collect for the Services solely and exclusively from third party health plans, governmental medical agencies, and other financially-responsible parties. Hazel, Hazel Health, its Physician or Professionals do not maintain an expressed or implied right to bill or collect from students, parents, the District or the District's insurance for Services rendered pursuant to the Agreement.

5. Term and Termination.

5.1 **Term**. The term of this Agreement shall commence on July 1, 2022 and shall renew annually for two (2) years unless terminated by any party pursuant to Section 5.2 of this Agreement. The parties recognize there may be a ramp-up period following the Effective Date, and the actual commencement of Services under this Agreement is contingent upon the parties jointly determining a mutually-agreeable Service schedule. Notwithstanding the foregoing, this Agreement may be terminated as follows:

5.2 **Termination**.

(a) Termination Without Cause. Either party may terminate this Agreement at any time without cause upon ninety (90) days' written notice to the other party.

(b) Termination for Cause. Either party may terminate this Agreement for cause upon material breach by the other party, provided such material breach continues uncured for thirty (30) days after receipt by the breaching party of written notice from the other party specifying such breach. The notice of breach under this Section shall specify with reasonable particularity the nature and extent of the breach for which complaint has been made.

(c) Immediate Termination. Either party may terminate this Agreement immediately by written notice to the other party upon the occurrence of any of the following events: (i) the other party is listed by a federal agency as being debarred, excluded, terminated, or otherwise ineligible for federal healthcare program participation; (ii) the other party discontinues operations for at least fifteen (15) days or loses its required licensure or accreditation; or (iii) the other party files a petition in bankruptcy, or makes an assignment for the benefit of creditors; if any involuntary petition in bankruptcy or petition for an arrangement pursuant to any bankruptcy laws is filed against the other party and such petition or assignment is not dismissed or rescinded, as applicable, within ninety (90) days.

(d) Change in Law. If any state or federal laws or regulations, now existing or enacted or promulgated after the Effective Date, are interpreted by a judicial decision, a regulatory agency or legal counsel in such a manner that this Agreement or any provision hereof may be in violation of such laws or regulations, the parties shall amend this Agreement as necessary to preserve the underlying economic and financial arrangements between the parties and without substantial economic detriment to either party. If, in the written opinion of a party's legal counsel, this cannot be done, then such party may provide thirty (30) days' prior written notice to the other party of the Agreement's termination.

(e) Effect of Termination. The parties shall cooperate to ensure the smooth transition of patient care during termination of this Agreement. To the extent the parties entered into any licensing or other agreements regarding the Services, such agreements shall immediately and automatically terminate concurrent with this Agreement. Each Physician or Professional's credentialing with District and its Covered School(s) shall automatically terminate for the type of Services rendered under this Agreement, except to the extent the Physician or Professional held such membership or privileges prior to the Effective Date of this Agreement. Within thirty (30) days of the termination or expiration of this Agreement, each party shall return to the other all equipment, software, and Confidential Information owned by the other party, and the District shall pay that amount of the Agreement actually performed to the date of termination.

6. Independent Contractors. Nothing under this Agreement is intended, nor shall be construed, to create a partnership, employer-employee relationship, or joint venture between the parties. Parties (nor their respective agents or employees) shall have any authority to bind the other party without the other party's express written consent. Each party shall be solely responsible for reporting, withholding, and paying all taxes and other sums due to individuals providing services on its behalf. Likewise, each party shall be solely responsible to provide and pay for all workers' compensation insurance for any employed individuals providing services on its behalf. Hazel and Hazel Health may engage subcontractors to perform certain of their obligations under this Agreement; provided that no such subcontractor shall relieve Hazel Health of its respective obligations under this Agreement. Hazel may replace Hazel Health as the medical provider with 30 days written notice to the District.

7. Insurance. Hazel Health shall secure and maintain professional and general liability insurance (which may be provided through a combination of insurance and/or program of self-insurance) covering such party against

any claims or losses arising out of the performance of its the obligations and services hereunder in an amount of at least One Million Dollars ($1,000,000.00) per occurrence and Three Million Dollars ($3,000,000.00) in the aggregate per annum or in any greater minimum amount if required by State law. Upon the receipt of any notice of cancellation, termination, or material change of such policy, Hazel Health shall promptly notify the District in writing. In the event Hazel Health procures a "claims-made" policy to meet the insurance requirements herein, Hazel Health shall obtain "tail" coverage upon the termination of any such policy or upon termination of this Agreement. Said "tail" policy shall provide coverage for an indefinite reporting period.

8. Access to Books and Records. To the extent applicable, until the expiration of four (4) years after the furnishing of Services hereunder, the parties shall make available to the Secretary of the Department of Health and Human Services, the Comptroller General of the United States, or their duly-authorized representatives, such books, documents and records necessary to certify the nature and extent of the cost of the Services. If any Services are performed by way of subcontract with another organization and the value or cost of such subcontracted Services is Ten Thousand Dollars ($10,000) or more over a twelve (12) month period, such subcontract shall contain and the respective party shall enforce a clause to the same effect as this Section. The availability of the parties' books, documents and records shall be subject at all times to all applicable legal requirements, including without limitation, such criteria and procedures for seeking and obtaining access that may be promulgated by the Secretary.

9. Indemnification. To the extent permitted by California law, each party to this Agreement ("Indemnifying Party") shall indemnify and hold the other party to this Agreement ("Indemnified Party") harmless from any and all claims asserted against the Indemnified Party by any person who is not a party to this Agreement (and all related liabilities, costs and expenses of any kind whatsoever, including but not limited to attorneys' fees and court costs), to the extent arising out of (i) the negligent acts or omissions or misconduct of the Indemnifying Party, its employees or agents, (ii) noncompliance with any applicable federal or state law, rule or regulation by the Indemnifying Party, its employees or agents, or (iii) any breach by the Indemnifying Party, its agents, employees, or servants of any material covenant or condition of this Agreement. The obligations herein shall survive termination of this Agreement. This indemnification shall not apply to claims covered by insurance, to the extent of such insurance coverage.

10. Disclaimer of Warranties. Any equipment and software are provided "as is," with all faults, and without warranty of any kind. Hazel Health disclaims all warranties, express and implied, including, but not limited to, the implied warranties of merchantability and fitness for a particular purpose. District expressly agrees and acknowledges that use of the equipment and software is at the District's sole risk. Neither Hazel nor Hazel Health warrant that the equipment or software will meet district's requirements, or that the equipment or software is compatible with any particular hardware or software platform, or that the operation of the equipment or software will be uninterrupted or error-free, or that defects in the equipment or software will be corrected. No oral or written information or advice given by Hazel Health or their authorized representatives shall create a warranty or in any way increase the scope of this warranty.

11. Third Party Disclaimer. Neither Hazel nor Hazel Health make any warranty of any kind, whether express or implied with regard to the third party content or any software, equipment, or hardware obtained from third parties (collectively, the "third party items"). Hazel and Hazel Health expressly disclaim all warranties, express and implied, including, but not limited to, the implied warranties of merchantability, fitness for a particular purpose, and title/non-infringement with regard to the third party items. Nothing in this agreement shall be interpreted as a warranty, either express or implied, by Hazel or Hazel Health that would expand in any way a standard end-user warranty.

12. Limitation of Liability. In no event shall Hazel and Hazel Health be liable to district or any third party for

any incidental or consequential damages (including, without limitation, indirect, special, punitive, or exemplary damages for loss of business, loss of profits, business interruption, loss of data, or loss of business information) arising out of or connected in any way with Hazel Health's performance under this agreement, or use of or inability to use the equipment or software, or for any claim by any other party, even if Hazel or Hazel Health have been advised of the possibility of such damages. Hazel and Hazel Health shall not be liable for defects in or failures of equipment and/or software, or for defaults by, or defects in services rendered by, third parties. This limitation of liability shall apply even if the express warranties set forth above fail of their essential purpose.

13. Compliance; No Referrals Required. Each party agrees to comply with all applicable laws and regulations in performing its obligations hereunder, including but not limited to the federal and state anti-kickback and self-referral laws and regulations, at all times during the term of this Agreement. Although Hazel Health is obligated to provide the Services to the District specified in this Agreement, no party is required to refer patients to, or otherwise generate business for, the other party. The parties intend this Agreement to comply with 42 U.S.C. § 1320a-7b(b) (the Anti-Kickback Statute), 42 U.S.C. § 1395 (the Stark Law) and any other federal or state law provision governing health care fraud and abuse. The Compensation herein has been determined through good faith and arm's length bargaining to be commercially reasonable and consistent with the fair market value of the Services. The Compensation does not include any discount, rebate, or kickback, nor is it intended to be an inducement or payment for referral of patients from one party to another. This Agreement shall be interpreted and construed at all times in a manner consistent with applicable laws and regulations governing the financial relationships among individuals and entities that provide or arrange for the provision of items or services that are reimbursable by governmental health care programs or other third party payers. The parties acknowledge that none of the benefits hereunder are conditioned on any requirement that one party make referrals to, be in a position to make or influence referrals to, or otherwise generate business for the other party. The parties further acknowledge that Hazel Health and its Physician or Professionals are not restricted and can render services for another school district of their own choosing, nor do the services under this Agreement include, directly or indirectly, marketing services by either party. There is no agreement, express or implied, between District and Hazel Health regarding the referral of patients or business among them.

14. Publicity. Neither party will use for publicity, promotion or otherwise, any logo, name, trade name, service mark or trademark of the other party or its affiliates, or any simulation, abbreviation or adaptation of the same, or the name of any employee or agent of the other party, without that party's prior, written, express consent. Notwithstanding the foregoing, Hazel Health may publicly identify District as a user of the Services, and District may publicly identify Hazel Health as its Physician or Professional of the Services. The parties may publicly announce they have entered into this Agreement, but neither shall disclose the specific terms of this Agreement (including pricing) to any third party, except as is required to comply with applicable law.

15. Entire Agreement; Amendment. This Agreement sets forth the entire agreement between the parties with regard to the subject matter hereof, and supersedes all prior or contemporaneous oral or written agreements entered into between the parties. All Exhibits and attachments referred to herein are hereby incorporated into this Agreement. This Agreement and Exhibits may be amended only by a written agreement signed by the parties.

16. Governing Law. The terms and conditions of this Agreement, as well as all disputes arising under or relating to this Agreement, shall be governed by California law, specifically excluding its choice-of-law principles. The exclusive forum and venue for the foregoing is the State or District Court of San Mateo County, California, unless such action cannot by law be brought in such a forum, in which case the venue required by

law shall govern. In no event shall such dispute require resolution via arbitration.

17. Assignment; Binding Effect. No party may assign or transfer this Agreement without the prior written consent of the other parties, such consent not to be unreasonably withheld. Any unpermitted attempt to assign all or part of this Agreement shall be null and void *ab initio*. Notwithstanding the foregoing, Hazel Health may, with prior written consent by the District, assign or transfer this Agreement, and/or any of its rights, duties, or obligations hereunder, to any entity that is an affiliate or subsidiary of Hazel Health or any successor organization assuming a controlling interest in Hazel Health or its assets. This Agreement shall inure to the benefit of and bind the parties hereto and their respective heirs, representatives, successors and permitted assigns.

18. Federal Requirements. The District may utilize federal funds for its payment pursuant to the Agreement.

19. **Representations by Hazel and Hazel Health.** .Hazel Health and Hazel represents that: (i) they are duly organized, validly existing and in good standing under the laws of the state of its organization; (ii) are authorized and in good standing to conduct business in the State of California; (iii) has all necessary power and has received all necessary approvals to execute and perform its obligations in the Agreement; and (iv) the individuals executing the Agreement and this Addendum on behalf of Hazel and Hazel Health are authorized to do so.

20. **Funding Out**. Each payment obligation of the District created by this Agreement is conditioned upon the availability of funds that are appropriated or allocated for the payment of services or products. If such funds are not allocated and available, this Agreement may be terminated by the District at the end of the period for which funds are available. The District shall notify the vendor at the earliest possible time before such termination.

21. **Subcontractors**. If Hazel or Hazel Health is permitted to subcontract any of the work set forth in the Agreement, each party shall ensure that each subcontractor complies with all provisions of the Agreement and this Addendum. Hazel and Hazel Health will remain liable for the acts and omissions of such subcontractor(s) and the proper performance and delivery of the products and/or services set forth in the Agreement. Hazel may replace Hazel Health as the medical provider with 30 days written notice to the District.

22. **Notices; Agency Administrator**. Every notice, approval, consent or other communication authorized or required by this Agreement shall not be effective unless same shall be in writing and sent via hand delivery or overnight delivery (with a receipt), directed to the other party at its address provided below or such other address as either party may designate by notice from time to time in accordance herewith:

Hazel Health Services
Attn: Dr. Rob Darzynkiewicz, President
10775 Pioneer Trail Ste. 215
Truckee, CA 96161

Hazel Health, Inc.
Attn: Josh Golomb, CEO and President
118 2nd Street, Floor 6

San Francisco, CA 94105

If to District:
Cabrillo Unified School District
498 Kelly Avenue
Half Moon Bay,CA 94019

23. **Survivorship**. Those provisions which by their nature are intended to survive the expiration, cancellation or termination of the Agreement or Addendum, including, by way of example only, the Indemnification and Confidentiality provisions, shall survive the expiration, cancellation or termination of the Agreement and this Addendum.

24. **No Gifts or Contingent Fees**. It is the policy of the District to not accept gifts, gratuities, or favors of any kind or of any value whatsoever from vendors, members of the staff, or families. Hazel and Hazel Health warrant that they have not employed or retained any company or person, other than a bona fide Hazel or Hazel Health employee , to solicit or secure the Agreement, and that it has not paid or agreed to pay any person, company, corporation, individual for firm, other than a bona fide employee working solely for the Hazel or Hazel Health, any fee, commission, percentage, gift, or any other consideration, contingent upon or resulting from the award or making of the Agreement. Hazel and Hazel Health further warrant that it, nor any of its directors, employees, officers or agents, nor any of their respective subsidiaries or affiliates, has taken, is currently taking or will take any action in furtherance of an offer, payment, promise, gifts or anything else of value, directly or indirectly, to anyone to improperly influence or otherwise secure any improper advantage in procuring business in relation to the Agreement and/or this Addendum. For the breach or violation of these provisions, the District shall have the right to terminate the Agreement without liability and/or, at its discretion, to deduct from the price, or otherwise recover, the full amount of such fee, commission, percentage, gift or consideration.

25. Miscellaneous. Severability. The invalidity or unenforceability of any term or provision of this Agreement shall not affect the validity or unenforceability of any other term(s) or provision(s). **Waiver**. No waiver, including any waiver of breach, shall be valid unless in writing and signed by the parties. **Recitals/Captions**. The recitals are incorporated into this Agreement, but the captions are used solely for convenience. **Non-Discrimination**. Each party agrees that, in the performance of this Agreement, services will be provided without discrimination toward any patients, employees, or other persons to the extent prohibited by law. This includes the parties' agreement to treat all patients without regard to payer source, race, color, national origin, citizenship, sex, age, sexual orientation, disability, religion, or other factors unrelated to the patient's need for health care services. **Force Majeure**. Each party shall be excused from delays in performing its obligations if resulting from causes beyond the commercially reasonable control of the party, including default of vendors, acts of God, governmental actions, fire, flood, epidemic, and embargoes. **No Third Party Beneficiaries**. Nothing in this Agreement is intended, nor shall be deemed, to confer any benefits on any third party, including, without limitation any patients or District contractors, nor shall such person or entity have any right to seek, enforce or recover any right or remedy with respect hereto. Nothing herein shall be construed as consent by an

agency or political subdivision of the State of Florida to be sued by third parties in any matter arising out of any contract. **Counterparts**. This Agreement may be executed in one or more counterparts, all of which together shall constitute only one agreement. If any signature is delivered by facsimile or email or is signed in any electronic format, such signature shall create a valid and binding obligation with the same force and effect as if such signature were handwritten. **Attorney's Fees**. Each party shall be responsible for its own attorney's fees and costs incurred as a result of any action or proceeding under this Agreement.

The parties hereto have executed this Agreement as of the Effective Date:

Hazel Health Services

By: _____

Dr. Rob Darzynkiewicz
President
10775 Pioneer Trail Ste 215 Truckee CA 96161

Hazel Health, Inc.

By: _____

Josh Golomb
CEO and President
604 Mission Street Ste. 800 San Francisco, California 94105

Cabrillo Unified School District

By: _____

EXHIBIT A

Hazel Health shall provide the telehealth based primary care services for 2,700 students at all District's schools.

SERVICES

1. **Telehealth Physical Health Services:** For each consultation, the Hazel Health Physician or Professional shall:

   a. Direct/supervise Initiator in performing initial set tasks.

   b. Conduct a healthcare consult to assess the patient's clinical needs; and

   c. Based upon the healthcare consult, should Hazel Health Physician or Professional determine the patient's condition constitutes an emergent matter, refer the patient or directly contact the appropriate emergency service Physician or Professionals (e.g., 911).

   d. Only patients who have completed the necessary steps to create a valid Physician or Professional-patient relationship via telehealth will receive consultations by Hazel Health Physician or Professionals, including the following steps:

      i. Agreeing to an informed consent form, terms of use, and release of information and privacy policies .

      ii. Completing a comprehensive clinical history disclosure via the online platform.

      iii. Documenting a patient assessment.

2. **Sufficient Information.** The Physician or Professional's service is reliant upon the accuracy and completeness of the patient information conveyed to the Physician or Professional, which is the sole responsibility of the student/patient. The Physician or Professionals have the right to refuse to provide the Services if, in the independent clinical judgment of the Physician or Professional, necessary information has not been provided to him or her.

3. **Consents.** To the extent required under state law or third party payer rules, Hazel Health shall obtain a valid patient informed consent to telehealth services, and shall place the consent in the patient's health record. To the extent required under state law or third party payer rules, Hazel Health shall communicate to and inform the patient of the nature of the professional services, including that such services will be delivered via telehealth.

<u>Compensation</u>

- In the Initial Term of this Agreement, the District will compensate Hazel $ 20.00 per student. In the second year of the Agreement, the District will compensate Hazel $ 19.00 per student and in the third year of this Agreement, the District will compensate Hazel $ 18.00 per student. Hazel Health may bill third parties, such as California Medicaid, for any services rendered and eligible for reimbursement.

Technology and Support

District's Technology and Support Requirements. District shall provide its own Internet telecommunication lines necessary to effectively run the telehealth systems and equipment at District's school(s), including all costs associated with installation (if needed), maintenance and monthly availability fees. District is responsible for providing its own information technology support staff for its equipment, connectivity, software, and technology.

System Testing and Start-Up Period. As soon as the parties have installed and tested the telehealth equipment and software, and developed communication and clinical protocols, the parties shall conduct a series of "acceptance tests" designed to simulate a telehealth consult and shall refine the process as they mutually agree. The parties shall use all reasonable efforts to complete all start up, protocol development, and system testing matters approximately ten (10) days prior to the target commencement date for the Services in this Statement of Work.

District Training. During the initial on-boarding and setup following the Effective Date, Hazel Health will be responsible for providing initial training and orientation to appropriate staff designated by District on telehealth technology utilized at District's location(s). District agrees to fully collaborate with Hazel Health through this period of training and implementation. After the initial implementation and training performed by Hazel Health, District is solely responsible to provide ongoing training to its staff unless it elects to purchase additional optional training from Hazel Health.

CUSD + Hazel Update

Regular overview of program impact, SY 2021/22

Partnership Highlight

Recently, a student fell from a play structure on his back and presented to the office with back pain. A history and exam revealed that it was likely a muscle sprain. Based on that, the location of pain and the physical exam, the Provider recommended ibuprofen be administered. The student was able to then return safely back to class. The guardian was very appreciative of the guidance around knowing what to monitor for, and what might necessitate further medical evaluation.

Implementation and Reach

Student Statistics

70% Consent Form Returned

91% Consented to Services

377 Total Visits

307 Visits at School

70 Visits at Home

Impact

129 hours with students

76% safely back to class

702 hours class time saved

<1 min. visit wait time

Top Diagnoses

Abdominal Pain	13%
Headache	12%
Nasal Congestion	6%
Other Diagnosis	69%

Enrollment and Utilization by School

School	Consent Returned
Farallone View ES	95%
King's Mountain ES	86%
Hatch ES	86%
El Granada ES	85%
Cunha Intermediate	82%

School	School Visits	Home Visits
Hatch ES	114	12
Cunha Intermediate	80	7
Farallone View ES	44	42
Half Moon Bay HS	52	1
El Granada ES	17	7

Data as of 6/1/2022

CABRILLO UNIFIED SCHOOL DISTRICT

498 Kelly Avenue, Half Moon Bay, California 94019 • 650 712-7100 • Fax 650 726-0279 • www.cabrillo.k12.ca.us

SUPERINTENDENT
Sean McPhetridge, Ed.D.

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Kimberly Hines
Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: June 9, 2022
TO: Members of the Governing Board
FROM: Bianca Forrester, M.A. Ed., Director of Personnel and Pupil Services
CATEGORY: Consent/Action
ITEM TITLE: Approval of the Certificated Personnel Report

BACKGROUND INFORMATION

The following personnel items are submitted for your ratification/approval:

1. OFFERS OF ADMINISTRATIVE EMPLOYMENT FOR 2022-2023

Victor Guzman Contreras, Dean of Students, Cunha Intermediate School, effective July 1, 2022.

2. OFFERS OF PROBATIONARY EMPLOYMENT FOR 2022-2023

Hannah Brown, English/Spanish Immersion Teacher, Cunha Intermediate School, effective August 8, 2022.

Carlos Chamorro Burgos, Elementary Immersion Teacher, Hatch Elementary School, effective August 8, 2022.

Laura Jasso, School Counselor, Half Moon Bay High School, effective August 8, 2022.

Silvia Moreno Garcia, Elementary Immersion Teacher, Hatch Elementary School, effective August 8, 2022.

Kelly Ye, Mathematics Teacher, Half Moon Bay High School, effective August 8, 2022.

3. CHANGE IN ASSIGNMENT

Laurel Bigelow, Kindergarten Teacher, El Granada Elementary School, formerly Kindergarten Teacher, Farallone View Elementary School, effective August 8, 2022.

Mary Ballard, Elementary Teacher, El Granada Elementary School, formerly Elementary Teacher, Farallone View Elementary School, effective August 8, 2022.

4. PROMOTION

James Barnes, Coordinator of Student Services and Special Projects, formerly Principal, Cunha Intermediate School, effective July 1, 2022.

Andrew Boysen, Principal, Half Moon Bay High School, formerly Assistant Principal, Half Moon Bay High School, effective July 1, 2022.

Jeffrey Clinton, Principal, Cunha Intermediate School, formerly Education Specialist, Cunha Intermediate School, effective July 1, 2022.

5. RETURN FROM LEAVE OF ABSENCE

Celeste Fulwiler, Elementary Teacher, Hatch Elementary School, effective August 8, 2022.

6. RESIGNATION

Ben Bartel, Assistant Principal, Cunha Intermediate School, effective June 30, 2022.

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

Approve as submitted.

CABRILLO UNIFIED SCHOOL DISTRICT

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MEMORANDUM

MEETING DATE: June 9, 2022
TO: Members of the Governing Board
FROM: Bianca Forrester, M.A. Ed., Director of Personnel and Pupil Services
CATEGORY: Consent
ITEM TITLE: Approval of the Classified Personnel Report

BACKGROUND INFORMATION

The following personnel items are submitted for your ratification/approval:

1. CHANGE IN ASSIGNMENT

Jill Smith, Library Technician, Half Moon Bay High School, increase in work days from 180 days to 243 days, effective July 1, 2022.

Dena Grover, Library Technician, Cunha Intermediate School, increase in work days from 184 days to 217 days, effective July 1, 2022.

Lynne Carlton,1.0 FTE Library Technician, Hatch Elementary School, formerly 0.875 FTE Library Technician, Hatch/El Granada Elementary Schools, effective July 1, 2022.

Annemieke Baker, 1.0 FTE Library Technician, Farallone View/El Granada Elementary School, formerly 0.3125 FTE Library Technician, Farallone View Elementary School, effective July 1, 2022.

FISCAL ANALYSIS

Financial impact is included in the budget.

RECOMMENDATION

Approve as submitted.

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MEMORANDUM

MEETING DATE: June 9, 2022
TO: Members of the Governing Board
FROM: Bianca Forrester, M.A. Ed., Director of Personnel and Pupil Services
CATEGORY: Consent/Action
ITEM TITLE: Approval of the Cabrillo Unified School District and Cabrillo School Employees Association's Negotiated Agreement for July 1, 2021 through June 2024

BACKGROUND INFORMATION

On April 29, 2022, Cabrillo School Employees Association (CSEA) and Cabrillo Unified School District (CUSD) reached a tentative agreement on the remaining sunshine articles in the collective bargaining agreement extending through June 30, 2024.

CSEA member voting will conclude on June 8, 2022. The terms of the settlement will be made available to the Governing Board and public on June 9, 2022.

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

Approve the Cabrillo Unified School District and Cabrillo School Employees Association's Negotiated Agreement for July 1, 2021 through June 30, 2024.

CABRILLO UNIFIED SCHOOL DISTRICT

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MEMORANDUM

MEETING DATE: June 9, 2022
TO: Members of the Governing Board
FROM: Jennifer Marsh, Interim Chief Business Officer
CATEGORY: Consent/Action
ITEM TITLE: Approval of Donations to Cabrillo Unified School District

BACKGROUND INFORMATION

The Governing Board routinely reviews the monthly donation reports.

REPORT/PROPOSAL

Pursuant to Governing Board Policy 3290, the Governing Board is to accept donations on behalf of the district or any school in the district.

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

Approve as submitted.

June 9, 2022 Board Meeting
Summary Site Donations

Site	Items	Donor	Amount	Site Total Donations
HMBHS	Money for the Robotics Club	The Paper Crane/Margaret L. Stow	$250	
HMBHS	Money for the Coastside Futures Scholarship	Cabrillo Education Foundation/Coastside Futures	$500	
HMBHS	Money for the Robotics Club	First	$2,500	
HMBHS	Money for the Half Moon Bay Volunteer Fire Department Scholarship	Half Moon Bay Volunteer Fire Department	$2,000	
HMBHS	Money for the David Jones Wood Creations Scholarship	David Jones/David Jones Wood Creations	$1,550	
HMBHS	Money for the Robotics Club	Christopher Reed Douty/Kristin S. Douty	$6,000	
HMBHS	Money for Leadership	Johnny Zanette/Lisa Zanette	$2,500	
HMBHS	Money for the Aaron McGregor Memorial Scholarship	Diane M. Ross/Dale W. Ross	$250	
				$15,550

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Freya McCamant

MEMORANDUM

MEETING DATE: June 9, 2022
TO: Members of the Governing Board
FROM: Jennifer Marsh, Interim Chief Business Officer
CATEGORY: Consent/Action
ITEM TITLE: Approval of Warrant Register Report Processed from May 1, 2022 to May 31, 2022

BACKGROUND INFORMATION

In alignment with Education Code 52631, Cabrillo USD presents all payments from the funds of the CUSD on forms prescribed by the San Mateo County Superintendent of Schools (Financial 2000). Staff hereby presents to the CUSD Board the warrants processed from May 1, 2022 to May 31, 2022.

FISCAL ANALYSIS

Register of warrants processed by the CUSD indicates all CUSD financial activity.

RECOMMENDATION

Approve as submitted.

ACCOUNTS PAYABLE WARRANT/EFT REPORT

Report Cover Sheet

General Settings

Report Name	ACCOUNTS PAYABLE WARRANT/EFT REPORT
Printed	6/1/2022 7:27:59 AM
District	41
Logon	MarshJ
Fiscal Year	2022

Options

Report Title	MAY 2022 WARRANT REGISTER

Sorting

Sort By	Warrant/EFT#

Filters

Payment Type	District
Form of Payment	ALL
From Date Paid	05/01/2022
To Date Paid	05/31/2022
Year	2022
District	41

MAY 2022 WARRANT REGISTER
41 Cabrillo Unified School District **Fiscal Year: 2022**

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
W-762538	008938-02 AMAZON CAPITAL S	05/03/2022	2,006.11	PO220721-006	243.35	13-5310-0-0000-3700-4300-331	1CD6-PCPF-W4DC
			2,006.11	PO220632-001	102.67	01-0105-0-1310-1000-4300-105	1CD6-PCPF-W4DC
			2,006.11	PO220355-010	264.50	01-3213-0-1110-4000-4300-105-ESS6	1KYJ-1WCF-QYNP
			2,006.11	PO220135-007	153.08	01-0000-0-0000-2421-4300-790	1P1F-YTJQ-KFPW
			2,006.11	PO220076-008	1,197.68	01-8150-0-0000-8110-4300-780	1VMD-VQYD-RNQG
			2,006.11	PO220897-001	44.83	01-0103-0-1310-1000-4300-103	1FD6-D1NV-CVNN
W-762539	011698-02 ICOM MECHANICAL,	05/03/2022	3,143.12	PO220409-005	943.92	01-3213-0-0000-8110-5603-103	528985
			3,143.12	PO220295-012	1,162.45	01-7422-0-0000-8110-5603-101	527949
			3,143.12	PO220295-013	1,036.75	01-7422-0-0000-8110-5603-101	527998
W-762540	009508-01 RESOURCE SOLUTIO	05/03/2022	3,764.69	PO220089-025	3,764.69	01-8150-0-0000-8110-4300-780	23962
W-762541	006128-03 SAN MATEO COUNTY	05/03/2022	741.00	PV220518-001	741.00	01-9723-0-0000-3600-5800-788	362949
W-762542	009729-01 SYSERCO INC	05/03/2022	252.00	PO220780-001	252.00	01-8150-0-0000-8110-5800-780	10215
W-762543	011589-01 A+ LIVESCAN SERV	05/03/2022	525.00	PV220527-001	525.00	01-0000-0-0000-7400-5800-750	11790A
W-762544	008938-02 AMAZON CAPITAL S	05/03/2022	8,157.26	PO220962-001	172.82	01-0105-0-1310-1000-4300-105	1PNL-HTYJ-F96F
			8,157.26	PV220523-001	21.71	01-0000-0-0000-7300-4300-720	1XY6-4LKQ-HPDJ
			8,157.26	PO220135-008	1,332.22	01-0000-0-0000-2421-4300-790	1PNL-HTYJ-MXRT
			8,157.26	PO220860-001	13.11	01-0331-0-1210-1000-4300-331	1LLW-HV9X-FYH1
			8,157.26	PO220891-001	28.54	01-0000-0-0000-7300-4300-750	1MPY-TG6T-G7WF
			8,157.26	PO220355-011	1,895.62	01-3213-0-1110-4000-4300-105-ESS6	1MKM-9JXJ-FRK6
			8,157.26	PO220076-009	4,693.24	01-8150-0-0000-8110-4300-780	1GXJ-L4JQ-GM4Y
W-762545	011559-01 CIFUENTES, REGIN	05/03/2022	15.21	TC220067-001	15.21	01-0000-0-0000-8210-5200-782	031422 MILEAGE
W-762546	010866-01 FELTS, BRYAN	05/03/2022	271.55	TC220070-001	271.55	01-9538-0-6001-1000-5200-000	03312022

MAY 2022 WARRANT REGISTER
41 Cabrillo Unified School District **Fiscal Year: 2022**

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
W-762547	011547-01 LONGAKER, LISA	05/03/2022	119.04	TC220069-001	119.04	01-3550-0-3800-1000-5200-331	02/26&02/28 MILE
W-762548	011704-01 NANCY VIRGEN	05/03/2022	27.72	TC220072-001	27.72	01-0700-0-1460-3140-5200-000	03/01-03/23 MILE
W-762549	011160-01 SALCIDO, ASH	05/03/2022	99.72	TC220076-001	42.88	01-6500-0-5750-1190-5200-730	03/2022 MILEAGE
			99.72	TC220076-001	25.79	01-6500-0-5750-1190-5200-730	03/2022 MILEAGE
			99.72	TC220076-001	28.19	01-6500-0-5750-1190-5200-730	03/2022 MILEAGE
			99.72	TC220076-001	2.86	01-6500-0-5750-1190-5200-730	03/2022 MILEAGE
W-762550	010967-01 VANA, SUSAN CICC	05/03/2022	79.91	TC220073-001	79.91	01-0700-0-5001-2140-5200-730	03/2022 MILEAGE
W-762551	011698-02 ICOM MECHANICAL,	05/03/2022	2,358.97	PO220295-014	2,358.97	01-7422-0-0000-8110-5603-101	527997
W-762552	011775-02 JENNIFER FINNEY-	05/03/2022	9,000.00	PV220519-001	9,000.00	01-4203-0-0000-2140-5800-740	2022-006 REISSUE
W-762553	009409-01 MOSS BEACH CHEVR	05/03/2022	70.00	PO220090-002	70.00	01-8150-0-0000-8110-4300-780	033122
W-762554	007767-02 PEARSON ASSESSME	05/03/2022	2,881.25	PO220698-001	125.00	01-6500-0-5001-2100-4300-730	17961692
			2,881.25	PO220698-002	2,756.25	01-6500-0-5001-2100-4300-730	16789622
W-762555	011622-01 VALENCIA'S PAINT	05/03/2022	3,500.00	PO220998-001	3,500.00	21-9711-0-9637-8520-5603-100	#1 DEPOSIT
W-762556	011100-01 WILSON LANGUAGE	05/03/2022	12,789.33	PO220677-001	12,789.33	01-0111-0-1110-1000-4300-740-211	1916143
W-762557	008938-02 AMAZON CAPITAL S	05/03/2022	861.63	PO220721-007	656.70	13-5310-0-0000-3700-4300-331	1GXJ-L4JQ-HPPM
			861.63	PO220920-001	204.93	01-0111-0-1110-1000-4300-740-203	1WCF-4FNR-F64T
W-762558	006312-02 COUNTY OF SAN MA	05/03/2022	29,023.22	PV220524-001	25,600.00	01-0000-0-0000-7150-5800-710	2975
			29,023.22	PV220525-001	273.22	01-0000-0-0000-7150-5800-710	3137
			29,023.22	PV220526-001	3,150.00	01-0000-0-0000-7150-5800-710	2566
W-762559	011363-01 EIDE BAILLY LLP	05/03/2022	7,800.00	PV220528-001	7,800.00	01-0000-0-0000-7190-5820-720	EI01303382
W-762560	007565-02 NAZAR, JOHN	05/03/2022	139.81	TC220068-001	139.81	01-3550-0-3800-1000-5200-331	032622 MILEAGE
W-762561	010924-03 REISS, MARTINA	05/03/2022	179.92	TC220074-001	121.68	01-6500-0-5750-1190-5200-730	JAN-MARCH 2022 M

MAY 2022 WARRANT REGISTER
41 Cabrillo Unified School District **Fiscal Year: 2022**

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			179.92	TC220075-001	58.24	01-6500-0-5750-1190-5200-730	NOV-DEC 2021 MIL
W-762562	011521-01 RODRIGUEZ-RUIZ,	05/03/2022	276.17	TC220071-001	276.17	01-0700-0-1460-3140-5200-000	03/01-03/31 MILE
W-762563	004891-01 ORKIN EXTERMINAT	05/03/2022	131.71	PO220192-009	131.71	13-5310-0-0000-8205-5504-331	226390233
W-762564	005163-01 SYSCO FOOD SERVI	05/03/2022	1,180.69	PO220195-065	569.81	13-5310-0-0000-3700-4712-211	450918853
			1,180.69	PO220195-067	534.24	13-5310-0-0000-3700-4712-211	450928333
			1,180.69	PO220195-067	76.64	13-5310-0-0000-3700-4300-211	450928333
W-762565	011854-01 THE TRAILER SPEC	05/03/2022	14,579.79	PO221013-001	14,579.79	01-8150-0-0000-8110-6400-780	59999
W-762566	009571-01 GOLD STAR FOODS	05/03/2022	1,355.71	PO220197-087	74.75	13-5310-0-0000-3700-4711-331	4885750
			1,355.71	PO220197-087	371.42	13-5310-0-0000-3700-4710-331	4885750
			1,355.71	PO220197-087	909.54	13-5310-0-0000-3700-4712-331	4885750
W-762567	005163-01 SYSCO FOOD SERVI	05/03/2022	2,248.93	PO220195-066	463.19	13-5310-0-0000-3700-4712-331	450928329
			2,248.93	PO220195-066	545.97	13-5310-0-0000-3700-4710-331	450928329
			2,248.93	PO220195-064	632.52	13-5310-0-0000-3700-4712-331	450918852
			2,248.93	PO220195-064	607.25	13-5310-0-0000-3700-4710-331	450918852
W-763161	008058-05 AT&T	05/05/2022	1,389.61	PO220474-009	1,389.61	01-0000-0-0000-8205-5901-720	4484229608
W-763162	008450-01 ATTAINMENT COMPA	05/05/2022	58.59	PO220799-001	58.59	01-6500-0-5760-2100-4300-730	343470A
W-763163	011581-01 BUTTERFOSS, LAUR	05/05/2022	682.66	PO221007-001	682.66	01-0211-0-1310-1000-4300-211	042622 REIMB.
W-763164	010851-01 CORTES, JUDITH	05/05/2022	51.90	PV220530-001	51.90	01-4203-0-4760-2495-4300-740	042122 REIMB.
W-763165	000196-01 COUNTY SCHOOL SE	05/05/2022	1,680.00	PO220655-003	1,680.00	01-7422-0-0000-3140-5800-000	18291
W-763166	011667-01 FOG CITY AUDIO V	05/05/2022	5,000.00	PO221008-001	5,000.00	01-0331-0-1330-2700-4300-331	22-0177 DEPOSIT
W-763167	009206-01 HASSETT HARDWARE	05/05/2022	3,583.28	PO220164-027	52.58	01-8150-0-0000-8110-4300-780	216537-042522
			3,583.28	PO220164-028	20.34	01-8150-0-0000-8110-4300-780	216576-042522

MAY 2022 WARRANT REGISTER
41 Cabrillo Unified School District **Fiscal Year: 2022**

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			3,583.28	PO220164-024	1,259.80	01-8150-0-0000-8110-4300-780	347212-032522
			3,583.28	PO220164-025	2,057.38	01-8150-0-0000-8110-4300-780	347212-042522
			3,583.28	PO220164-026	88.65	01-8150-0-0000-8110-4300-780	216595-042522
			3,583.28	PV220529-001	104.53	01-9547-0-1337-1000-4300-331	U18136
W-763168	009623-01 STEVEN MELO INC	05/05/2022	4,000.00	PO221005-001	2,000.00	21-9711-0-9608-8520-5800-000	80477
			4,000.00	PO221004-001	2,000.00	01-8150-0-0000-8110-5603-780	603079
W-763169	011291-01 ASAP	05/05/2022	3,821.29	PO221010-001	3,821.29	11-6391-0-0000-2700-4300-561	INV00092953
W-763170	011722-01 HOFFMAN, KAREN	05/05/2022	6,250.00	PO220731-004	6,250.00	01-9580-0-1110-1000-5800-331	2021-05
W-763171	000105-03 REPUBLIC SERVICE	05/05/2022	440.10	PO220880-002	440.10	01-0000-0-0000-8205-5504-331	0925-001630604
W-763172	009508-01 RESOURCE SOLUTIO	05/05/2022	12,185.94	PO220089-026	6,826.56	01-8150-0-0000-8110-4300-780	23955
			12,185.94	PO220089-027	920.48	01-3216-0-0000-8110-4300-000	24171
			12,185.94	PO220089-027	4,438.90	01-7422-0-0000-8110-4300-000	24171
W-763173	001073-01 SCHUCK, ELIZABET	05/05/2022	1,608.92	PO220285-004	1,608.92	01-9354-0-0006-2490-5800-740	0000059
W-763174	009346-01 U S BANK CORP PA	05/05/2022	857.72	PV220531-001	840.00	01-0111-0-1110-1000-5200-740	4246 0446 2279 -
			857.72	PV220532-001	17.72	01-0000-0-0000-2100-4300-740	4246 0446 2279 1
W-763175	009267-01 WOODCRAFT	05/05/2022	1,280.89	PO220881-001	1,280.89	01-9580-0-1110-1000-4300-331	561-073563
W-763176	011786-01 CROSSNET	05/05/2022	1,649.89	PV220544-001	1,649.89	01-9580-0-1110-1000-4300-331	1203
W-763177	000583-01 DEPARTMENT OF JU	05/05/2022	735.00	PO220228-012	735.00	01-0000-0-0000-7400-5800-750	571689
W-763178	008602-02 HODGE, JOYCE	05/05/2022	2,600.00	PO220572-004	1,495.00	01-9440-0-1110-1000-5800-000	004
			2,600.00	PO220572-005	1,105.00	01-9440-0-1110-1000-5800-000	005
W-763179	007457-01 PACIFIC AUTISM L	05/05/2022	8,812.67	PO220115-009	8,812.67	01-6500-0-5750-1180-5861-730	4639692
W-763180	010723-01 PALO ALTO PREP	05/05/2022	6,854.00	PO220116-008	6,090.00	01-6500-0-5750-1180-5100-730	041122-AA

MAY 2022 WARRANT REGISTER
41 Cabrillo Unified School District **Fiscal Year: 2022**

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			6,854.00	PO220116-008	764.00	01-6500-0-5750-1180-5861-730	041122-AA
W-763181	009675-01 READY REFRESH BY	05/05/2022	176.84	PO220503-003	88.42	01-3213-0-1110-4000-4300-105-ESS6	02C0034251553
			176.84	PO220311-007	88.42	01-9354-0-0005-2490-4300-745	02C0034251553
W-763182	010749-02 ALAS	05/05/2022	98,050.00	PO220362-001	98,050.00	01-7425-0-1110-1000-5800-740-ELO3	1
W-763183	008436-01 BRIDGE WIRELESS	05/05/2022	1,175.39	PO220406-001	1,175.39	01-0000-0-0000-3900-4300-760	39453
W-763184	011698-02 ICOM MECHANICAL,	05/05/2022	1,532.06	PO220409-006	1,532.06	01-3213-0-0000-8110-5603-103	528984
W-763185	011740-01 MONTES, LINDA	05/05/2022	14,520.00	PO220393-001	14,520.00	01-0000-0-0000-2140-5800-740	08/11/21-02/28/2
W-763186	010723-01 PALO ALTO PREP	05/05/2022	5,984.00	PO220118-010	5,220.00	01-6500-0-5750-1180-5100-730	041122-GF
			5,984.00	PO220118-010	764.00	01-6500-0-5750-1180-5861-730	041122-GF
W-763187	000139-01 SCHOOL SERVICES	05/05/2022	465.00	PO220491-003	465.00	01-0000-0-0000-7150-5800-710	0133191-IN
W-763188	011100-02 WILSON LANGUAGE	05/05/2022	18,151.38	PO220674-001	18,151.38	01-0111-0-1110-1000-4300-740-211	1915464
W-763189	011617-01 ZOOM VIDEO COMMU	05/05/2022	15,800.00	PO221024-001	15,800.00	01-7422-0-0000-2421-4300-790	INV139764376
W-764154	006946-01 JUAREZ, ADRIANA	05/10/2022	25.45	PV220546-001	11.70	13-5310-0-0000-3700-5200-331	03022022
			25.45	PV220547-001	11.70	13-5310-0-0000-3700-5200-331	03282022
			25.45	PV220548-001	2.05	13-5310-0-0000-3700-5200-331	03312022
W-764155	011856-01 LUNCH ASSIST, IN	05/10/2022	295.00	PO221034-001	295.00	01-7029-0-0000-3700-5800-770	1267
W-764156	009680-01 PAOLI, STEPHANIE	05/10/2022	149.53	PV220545-001	149.53	13-5310-0-0000-3700-5200-770	04292022
W-764157	000397-03 KAISER FOUNDATIO	05/10/2022	9,217.56	PV220535-001	8,615.89	01-0000-0-0000-0000-9564-000	05012022
			9,217.56	PV220535-001	601.67	01-0000-0-0000-0000-9553-000	05012022
W-764158	000397-04 KAISER FOUNDATIO	05/10/2022	15,156.36	PV220538-001	15,156.36	01-0000-0-0000-0000-9553-000	05012022
W-764159	000397-05 KAISER FOUNDATIO	05/10/2022	1,702.72	PV220536-001	1,702.72	01-0000-0-0000-0000-9564-000	05012022
W-764160	000397-06 KAISER FOUNDATIO	05/10/2022	3,630.41	PV220537-001	774.17	01-0000-0-0000-0000-9553-000	05012022

MAY 2022 WARRANT REGISTER
41 Cabrillo Unified School District **Fiscal Year: 2022**

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			3,630.41	PV220537-001	2,856.24	01-0000-0-0000-0000-9553-000	05012022
W-764161	010927-01 METROPOLITAN LIF	05/10/2022	343.53	PV220542-001	343.53	01-0000-0-0000-0000-9564-000	050122
W-764162	011478-01 UNITED BEHAVIORA	05/10/2022	469.00	PV220541-001	469.00	01-0000-0-0000-0000-9564-000	050122
W-764163	000397-01 KAISER FOUNDATIO	05/10/2022	123,162.45	PV220534-001	116,458.16	01-0000-0-0000-0000-9564-000	05012022
			123,162.45	PV220534-001	774.17	01-0000-0-0000-0000-9553-000	05012022
			123,162.45	PV220534-001	5,930.12	01-0000-0-0000-0000-9564-000	05012022
W-764164	000397-02 KAISER FOUNDATIO	05/10/2022	149,847.99	PV220533-001	148,299.65	01-0000-0-0000-0000-9564-000	05012022
			149,847.99	PV220533-001	1,548.34	01-0000-0-0000-0000-9564-000	05012022
W-764165	011598-01 SUTTER HEALTH PL	05/10/2022	23,984.60	PV220539-001	21,573.20	01-0000-0-0000-0000-9564-000	050122
			23,984.60	PV220539-001	2,411.40	01-0000-0-0000-0000-9553-000	050122
W-764166	011598-02 SUTTER HEALTH PL	05/10/2022	3,407.80	PV220540-001	3,407.80	01-0000-0-0000-0000-9553-000	050122
W-764167	011599-01 U H S PREMIUM BI	05/10/2022	7,411.94	PV220543-001	7,411.94	01-0000-0-0000-0000-9564-000	050122
W-764168	011296-01 BETTER 4 YOU MEA	05/10/2022	28,096.44	PO220187-046	11,233.49	13-5310-0-0000-3700-4710-105	0422-5151
			28,096.44	PO220187-047	3,268.27	13-5310-0-0000-3700-4710-101	0422-5149
			28,096.44	PO220187-048	1,660.87	13-5310-0-0000-3700-4710-107	0422-5152
			28,096.44	PO220187-049	8,271.55	13-5310-0-0000-3700-4710-211	0422-5148
			28,096.44	PO220187-050	473.28	13-5310-0-0000-3700-4710-335	0422-5251
			28,096.44	PO220187-051	3,188.98	13-5310-0-0000-3700-4710-103	0422-5150
W-764169	005163-01 SYSCO FOOD SERVI	05/10/2022	1,272.73	PO220195-068	319.79	13-5310-0-0000-3700-4712-331	450943446
			1,272.73	PO220195-068	734.63	13-5310-0-0000-3700-4710-331	450943446
			1,272.73	PO220195-068	218.31	13-5310-0-0000-3700-4300-331	450943446
W-764170	011427-01 COLBI TECHNOLOGI	05/10/2022	1,265.00	PV220550-001	1,265.00	21-9711-0-9006-8520-4300-000	7866

MAY 2022 WARRANT REGISTER
41 Cabrillo Unified School District **Fiscal Year: 2022**

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
W-764171	011715-01 EARTH SYSTEMS	05/10/2022	335.00	PO220782-001	335.00	21-9711-0-9636-8520-5800-331	832909
W-764172	002671-01 ANDREINI BROS IN	05/10/2022	40,853.00	PO220872-001	34,903.00	01-8150-0-0000-8110-5603-780	4890
			40,853.00	PO220919-001	5,950.00	21-9711-0-9648-8520-5800-107	4934
W-764173	009477-01 CAS INSPECTIONS	05/10/2022	6,250.00	PO220301-003	6,250.00	21-9711-0-9637-8520-5800-100	2547
W-764174	011821-01 HARRIS STRIPING	05/10/2022	4,020.00	PO220904-001	4,020.00	21-9711-0-9647-8520-5603-105	03567
W-764175	008779-01 NORTH AMERICAN F	05/10/2022	4,608.00	PO220997-001	4,608.00	21-9711-0-9766-8520-5603-331	5921
W-764176	011803-01 NORTHSTAR	05/10/2022	12,550.00	PO220753-002	12,550.00	21-9711-0-9645-8520-5800-103	78526
W-764177	010763-01 QUATTROCCHI KWOK	05/10/2022	10,052.95	PO220127-007	47.25	21-9711-0-9637-8520-6210-100	23060
			10,052.95	PO220424-005	8,612.50	21-9711-0-9640-8520-6210-101	23062
			10,052.95	PO220126-008	1,365.70	21-9711-0-9636-8520-6210-331	23061
			10,052.95	PV220549-001	27.50	21-9711-0-9004-8520-5800-000	22782
W-764178	011791-01 RINCON CONSULTAN	05/10/2022	3,119.68	PO220660-002	3,119.68	21-9711-0-9644-8520-5800-101	38630
W-764179	011750-01 SILICON VALLEY P	05/10/2022	130,051.20	PO220656-006	52,682.25	21-9711-0-9637-8520-6170-100	999008801
			130,051.20	PO220918-002	77,368.95	21-9711-0-9636-8520-6200-331	2
W-764180	011744-01 STUDIO W ARCHITE	05/10/2022	3,643.60	PO220783-005	3,643.60	21-9711-0-9645-8520-6210-103	45571
W-764181	009729-01 SYSERCO INC	05/10/2022	402,911.30	PO220310-001	402,911.30	21-9711-0-9639-8520-6170-000	21215
W-764182	008494-01 WATERPROOFING AS	05/10/2022	6,230.00	PO220857-001	6,230.00	01-8150-0-0000-8110-5603-780	47455
W-764730	011855-01 BURI BURI PLUMBI	05/12/2022	2,650.00	PO221019-001	2,650.00	01-8150-0-0000-8110-6500-780	9602
W-764731	011505-02 DOCUSIGN INC.	05/12/2022	4,968.00	PO220002-001	4,968.00	01-0000-0-0000-2421-4300-790	INV32777820
W-764732	009761-01 PANORAMA EDUCATI	05/12/2022	14,000.00	PO221027-001	14,000.00	01-0111-0-1110-1000-4300-740-303	INV7683
W-764733	005581-01 ROTARY CLUB OF H	05/12/2022	300.00	PO220350-009	50.00	01-0000-0-0000-7400-5300-750	2562
			300.00	PO220350-010	50.00	01-0000-0-0000-7400-5300-750	2578

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			300.00	PO220350-006	50.00	01-0000-0-0000-7400-5300-750	2364
			300.00	PO220350-007	50.00	01-0000-0-0000-7400-5300-750	2413
			300.00	PO220350-008	50.00	01-0000-0-0000-7400-5300-750	2531
			300.00	PO220350-005	50.00	01-0000-0-0000-7400-5300-750	2284
W-764734	010847-01 SQUASH BLOSSOM	05/12/2022	124.69	PO220991-001	124.69	01-0331-0-1210-1000-4300-331	220415
W-764735	011444-01 WEINBERGER, SCOT	05/12/2022	4,349.07	PO221006-001	2,174.53	01-6695-0-1110-1000-4300-331	042622 REIMB.
			4,349.07	PO221006-001	2,174.54	01-6695-0-1110-1000-4300-211	042622 REIMB.
W-764736	008259-01 ACHIEVEKIDS	05/12/2022	13,970.00	PO220590-007	11,149.00	01-6500-0-5750-1180-5100-730	30572
			13,970.00	PO220590-007	270.00	01-6500-0-5750-1180-5867-730	30572
			13,970.00	PO220590-007	297.00	01-6500-0-5750-1180-5864-730	30572
			13,970.00	PO220590-007	2,254.00	01-6500-0-5750-1180-5863-730	30572
W-764737	009617-01 BRIGGS OT	05/12/2022	1,500.00	PO220032-004	1,500.00	01-6500-0-5750-1180-5864-730	3151
W-764738	011813-01 GARCIA, MARIA GA	05/12/2022	975.00	PO220802-003	975.00	01-6500-0-5760-1180-5100-730	0010
W-764739	000688-02 GOPHER SPORT	05/12/2022	744.80	PO220624-001	744.80	01-9580-0-1110-1000-4300-331	IN153976
W-764740	009089-01 GREEN CAB PENINS	05/12/2022	1,800.00	PO220947-002	1,800.00	01-6500-0-5750-1180-5863-730	2202
W-764741	011562-01 HOPSKIPDRIVE INC	05/12/2022	5,912.68	PO220334-008	591.89	01-6500-0-5760-1180-5863-730	8239-YAH
			5,912.68	PO220336-008	2,460.74	01-6500-0-5760-1180-5863-730	8239-GF
			5,912.68	PO220335-008	2,860.05	01-6500-0-5760-1180-5863-730	8239-AA
W-764742	000105-03 REPUBLIC SERVICE	05/12/2022	139.00	PO220201-005	139.00	01-0000-0-0000-8205-5504-720	4227-000062847
W-764743	009491-01 SOUND AND SIGNAL	05/12/2022	1,067.33	PO220063-017	1,067.33	01-8150-0-0000-8110-5603-780	39265
W-764744	009151-01 STARFISH THERAPI	05/12/2022	2,289.00	PO220801-002	62.00	01-6500-0-5760-1180-5864-730	19247
			2,289.00	PO220672-004	62.00	01-6500-0-5760-1180-5864-730	19246

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			2,289.00	PO220373-008	372.00	01-6500-0-5760-1180-5867-730	19245
			2,289.00	PO220108-010	310.00	01-6500-0-5750-1180-5864-730	19244
			2,289.00	PO220369-009	62.00	01-6500-0-5760-1180-5864-730	19243
			2,289.00	PO220106-009	279.00	01-6500-0-5750-1180-5864-730	19241
			2,289.00	PO220368-008	124.00	01-6500-0-5760-1180-5864-730	19240
			2,289.00	PO220107-009	465.00	01-6500-0-5750-1180-5864-730	19239
			2,289.00	PO220367-006	553.00	01-6500-0-5760-1180-5864-730	19248
W-764745	011563-01 B GRAPHIC ARTS L	05/12/2022	487.50	PO220456-002	487.50	01-0000-0-0000-2421-5800-790	5017
W-764746	007426-01 BOYS & GIRLS CLU	05/12/2022	37,500.00	PO220899-001	12,500.00	01-3216-0-1110-1000-5800-000	BGCC202121
			37,500.00	PO220899-002	12,500.00	01-3216-0-1110-1000-5800-000	BGCC2022101
			37,500.00	PO220899-003	12,500.00	01-3216-0-1110-1000-5800-000	BGCC2022102
W-764747	000196-01 COUNTY SCHOOL SE	05/12/2022	850.00	PV220551-001	850.00	01-3010-0-1110-1000-5800-331	18312
W-764748	009322-01 DOCUMENT TRACKIN	05/12/2022	451.44	PV220552-001	451.44	01-0000-0-0000-7300-4300-720	T-940190006 REIS
W-764749	008507-01 HMBHS ASB	05/12/2022	13,273.14	PO220994-001	13,273.14	01-0331-0-1210-2700-5601-331	20
W-764750	011852-01 LAUREN OSHIRO	05/12/2022	2,000.00	PO221023-001	2,000.00	01-6500-0-5760-1180-5867-730	101
W-764751	007476-01 ESTHER B CLARK S	05/12/2022	48,629.30	PO220038-008	6,635.50	01-6500-0-5750-1180-5100-730	119007
			48,629.30	PO220038-008	2,559.60	01-6500-0-5750-1180-5861-730	119007
			48,629.30	PO220038-008	2,921.00	01-6500-0-5750-1180-5863-730	119007
			48,629.30	PO220039-008	6,052.95	01-6500-0-5750-1180-5100-730	118006
			48,629.30	PO220039-008	2,286.00	01-6500-0-5750-1180-5864-730	118006
			48,629.30	PO220039-008	478.80	01-6500-0-5750-1180-5867-730	118006
			48,629.30	PO220039-008	2,780.80	01-6500-0-5750-1180-5861-730	118006

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			48,629.30	PO220039-008	368.55	01-6500-0-5750-1180-5863-730	118006
			48,629.30	PO220037-008	6,160.00	01-6500-0-5750-1180-5100-730	118005
			48,629.30	PO220037-008	3,096.80	01-6500-0-5750-1180-5861-730	118005
			48,629.30	PO220037-008	2,794.00	01-6500-0-5750-1180-5863-730	118005
			48,629.30	PO220040-008	6,635.50	01-6500-0-5750-1180-5100-730	118004
			48,629.30	PO220040-008	2,938.80	01-6500-0-5750-1180-5861-730	118004
			48,629.30	PO220040-008	2,921.00	01-6500-0-5750-1180-5863-730	118004
W-764752	011141-01 THE AVALON ACADE	05/12/2022	24,668.50	PO220178-007	8,095.00	01-6500-0-5750-1180-5100-730	5197
			24,668.50	PO220178-007	1,390.00	01-6500-0-5750-1180-5867-730	5197
			24,668.50	PO220178-007	528.00	01-6500-0-5750-1180-5864-730	5197
			24,668.50	PO220178-007	1,251.00	01-6500-0-5750-1180-5861-730	5197
			24,668.50	PO220104-009	8,995.00	01-6500-0-5750-1180-5100-730	5198
			24,668.50	PO220104-009	2,085.00	01-6500-0-5750-1180-5867-730	5198
			24,668.50	PO220104-009	726.00	01-6500-0-5750-1180-5864-730	5198
			24,668.50	PO220104-009	1,598.50	01-6500-0-5750-1180-5861-730	5198
W-764753	011075-01 MAIN STREET SCHO	05/12/2022	1,260.00	PO220757-003	560.00	01-6500-0-5001-2100-5800-730	INV-10468
			1,260.00	PO220757-004	70.00	01-6500-0-5001-2100-5800-730	INV-10437
			1,260.00	PO220757-005	280.00	01-6500-0-5001-2100-5800-730	INV-10457
			1,260.00	PO220757-006	350.00	01-6500-0-5001-2100-5800-730	INV-10452
W-764754	008442-01 VISTA CENTER	05/12/2022	6,039.00	PO220370-008	3,339.75	01-6500-0-5760-1180-5800-730	0322-0005
			6,039.00	PO220371-008	2,287.50	01-6500-0-5760-1180-5800-730	0322-0004
			6,039.00	PO220372-007	411.75	01-6500-0-5760-1180-5800-730	0322-0003

MAY 2022 WARRANT REGISTER
41 Cabrillo Unified School District **Fiscal Year: 2022**

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
W-764755	008523-01 THE SPEECH PATHO	05/12/2022	57,743.84	PO220339-011	48,076.00	01-6500-0-5760-1180-5867-730	INV020749
			57,743.84	PO220339-012	9,414.09	01-6500-0-5760-1180-5867-730	INV020812
			57,743.84	PO220374-006	253.75	01-6500-0-5750-1180-5867-730	INV020812
W-764756	011566-01 SPURR	05/12/2022	17,293.82	PO220240-010	586.56	01-0000-0-0000-8205-5502-101	122218
			17,293.82	PO220240-010	1,203.41	01-0000-0-0000-8205-5502-103	122218
			17,293.82	PO220240-010	1,580.56	01-0000-0-0000-8205-5502-105	122218
			17,293.82	PO220240-010	4,543.93	01-0000-0-0000-8205-5502-211	122218
			17,293.82	PO220240-010	6,338.45	01-0000-0-0000-8205-5502-331	122218
			17,293.82	PO220240-010	3,327.70	01-0000-0-8120-8120-5502-331	122218
			17,293.82	CM220022-001	(286.79)	01-0000-0-0000-8205-5502-720	122218
W-764757	011370-02 JAMES CRAWFORD	05/12/2022	4,100.00	PO220890-002	3,600.00	21-9711-0-9006-8520-5800-000	231
			4,100.00	PO220890-002	500.00	01-0000-0-0000-7300-5800-720	231
W-764758	009151-01 STARFISH THERAPI	05/12/2022	31.00	PO220367-005	31.00	01-6500-0-5760-1180-5864-730	19242
W-764759	011841-01 PONZURIC LEARNIN	05/12/2022	2,208.00	PO220885-001	2,208.00	01-3312-0-5001-2100-4300-000	3417
W-764760	011787-01 ACCESS MEDICAL I	05/12/2022	2,458.55	PO220648-001	2,458.55	01-6500-0-5760-2100-4300-730	5796
W-764761	011766-01 NELLES, JANET	05/12/2022	2,100.00	PO220529-007	2,100.00	01-6500-0-5001-2140-5800-730	007
W-764762	009089-01 GREEN CAB PENINS	05/12/2022	2,250.00	PO220947-001	2,250.00	01-6500-0-5750-1180-5863-730	2203
W-764763	004143-02 RICOH USA INC	05/12/2022	6,337.75	PO220751-006	1,726.60	01-0000-0-0000-7300-4300-720	5064279775
			6,337.75	PO220751-006	1,134.04	01-0211-0-1210-1000-4300-211	5064279775
			6,337.75	PO220751-006	257.57	01-0103-0-1210-2700-4300-103	5064279775
			6,337.75	PO220751-006	793.90	01-0101-0-1310-1000-4300-101	5064279775
			6,337.75	PO220751-006	1,184.00	01-0105-0-1210-2700-4300-105	5064279775

MAY 2022 WARRANT REGISTER
41 Cabrillo Unified School District **Fiscal Year: 2022**

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			6,337.75	PO220751-006	24.12	01-0107-0-1210-2700-4300-107	5064279775
			6,337.75	PO220751-006	1,189.53	01-0331-0-1210-2700-4300-331	5064279775
			6,337.75	PO220751-006	27.99	01-0335-0-1310-1000-4300-335	5064279775
W-764764	009346-01 U S BANK CORP PA	05/12/2022	784.80	PV220553-001	784.80	21-9711-0-9642-8520-5800-000	4246 0470 0103 6
W-764765	002863-01 UNITED STATES PO	05/12/2022	3,000.00	PO220262-004	3,000.00	01-0000-0-0000-7300-5903-720	PERMIT #3
W-764766	002863-01 UNITED STATES PO	05/12/2022	3,000.00	PO220262-005	3,000.00	01-0000-0-0000-7300-5903-720	PERMIT #13
W-764767	009346-01 U S BANK CORP PA	05/12/2022	8,424.41	PV220554-001	360.00	01-0000-0-0000-7300-4300-720	4246 0470 0103 6
			8,424.41	PV220555-001	250.92	01-4203-0-4760-2495-4300-740	4246 0470 0103 6
			8,424.41	PV220556-001	848.20	01-7422-0-0000-3900-5800-000	4246 0470 0103 6
			8,424.41	PV220557-001	875.88	01-7422-0-0000-3900-5800-000	4246 0470 0103 6
			8,424.41	PV220558-001	550.00	01-0000-0-0000-7300-5200-720	4246 0470 0103 6
			8,424.41	PO220943-001	2,123.27	01-9354-0-0001-2490-4300-100	4246 0470 0103 6
			8,424.41	PO220943-002	264.44	01-9354-0-0001-2490-4300-100	4246 0470 0103 6
			8,424.41	PO220943-003	107.10	01-9354-0-0001-2490-4300-100	4246 0470 0103 6
			8,424.41	PO220502-016	107.11	01-3213-0-1110-4000-4300-105-ESS6	4246 0470 0103 6
			8,424.41	PO220502-017	659.87	01-3213-0-1110-4000-4300-105-ESS6	4246 0470 0103 6
			8,424.41	PO221038-002	1,283.38	01-3010-0-1110-2490-4300-101	4246 0470 0103 6
			8,424.41	PV220559-001	994.24	01-7425-0-1110-1000-5800-740-ELO2	4246 0470 0103 6
W-766377	000295-01 ALBERTSONS | SAF	05/19/2022	936.98	PO220255-007	609.62	01-6010-0-1110-4000-4300-101	145184 - 040722
			936.98	PO220908-002	327.36	13-5310-0-0000-3700-4712-331	145184 - 040722
W-766378	009649-01 ALL INDUSTRIAL E	05/19/2022	3,007.81	PO220144-003	3,007.81	01-8150-0-0000-8110-4300-780	5264450
W-766379	011802-01 BUS SAFETY TRAIN	05/19/2022	2,625.00	PO220750-001	2,625.00	01-9723-0-0000-3600-5800-788	FEB.-APR. 2022

MAY 2022 WARRANT REGISTER
41 Cabrillo Unified School District **Fiscal Year: 2022**

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
W-766380	008621-01 CAREY, JAMES M.	05/19/2022	2,257.00	PO220972-001	1,257.00	01-0211-0-1310-1000-4300-211	0408202201
			2,257.00	PO220972-001	1,000.00	01-9536-0-1110-1000-4300-211	0408202201
W-766381	010866-02 FELTS, BRYAN	05/19/2022	224.75	TC220079-001	224.75	01-9538-0-6001-1000-5200-000	04292022
W-766382	008002-02 MALHIOT, LORI	05/19/2022	1,312.53	TC220080-001	320.58	01-6010-0-1110-4000-5200-101	03/03-04/27/2022
			1,312.53	PO220256-008	991.95	01-6010-0-1110-4000-4300-101	APRIL 2022
W-766383	011778-01 MOLDOVAN, RON	05/19/2022	72.07	TC220077-001	72.07	01-0000-0-0000-8210-5200-782	03/29/22-04/29/2
W-766384	000380-01 OFFICE DEPOT	05/19/2022	2,061.71	PV220565-001	17.64	01-0000-0-0000-7300-4300-720	236608446001
			2,061.71	PO220949-001	181.00	01-0000-0-0000-7300-4300-750	236909254001
			2,061.71	PO220949-002	199.80	01-0000-0-0000-7300-4300-750	236911209001
			2,061.71	PO220949-003	70.75	01-0000-0-0000-7300-4300-750	236911210001
			2,061.71	PO220956-003	26.78	01-9543-0-1110-1000-4300-105	237505369001
			2,061.71	PO220945-001	13.09	01-0103-0-1310-1000-4300-103	238170382001
			2,061.71	PO220956-001	77.00	01-0105-0-1310-1000-4300-105	235363510001
			2,061.71	PO220956-001	3.08	01-9543-0-1110-1000-4300-105	235363510001
			2,061.71	PO220956-002	123.17	01-9543-0-1110-1000-4300-105	235419644001
			2,061.71	PO220909-001	212.73	01-6500-0-5001-2100-4300-730	235434924001
			2,061.71	PV220563-001	5.88	01-0000-0-0000-7300-4300-720	235457680001
			2,061.71	PO220909-002	13.20	01-6500-0-5001-2100-4300-730	235464319001
			2,061.71	PO220909-003	95.67	01-6500-0-5001-2100-4300-730	235464323001
			2,061.71	PO220909-004	30.61	01-6500-0-5001-2100-4300-730	235464327001
			2,061.71	PO220912-001	37.72	01-0101-0-1310-1000-4300-101	235467385001
			2,061.71	PO220924-001	147.68	01-9500-0-1110-1000-4300-103	235857032001

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			2,061.71	PO220876-003	6.27	01-0000-0-0000-3900-4300-760	230045426002
			2,061.71	PO220876-004	11.20	01-0000-0-0000-3900-4300-760	230054828001
			2,061.71	PO220898-001	26.24	11-6391-0-0000-2700-4300-561	231831224001
			2,061.71	PO220898-002	7.27	11-6391-0-0000-2700-4300-561	231831226001
			2,061.71	PO220895-001	272.33	11-6391-0-0000-2700-4300-561	232800477001
			2,061.71	PV220560-001	129.34	01-0000-0-0000-7300-4300-720	233003990001
			2,061.71	PV220561-001	3.60	01-0000-0-0000-7300-4300-720	233003991001
			2,061.71	PO220898-003	27.72	11-6391-0-0000-2700-4300-561	233091105001
			2,061.71	PV220562-001	196.83	01-0000-0-0000-0000-9320-000	234207468001
			2,061.71	PO220903-001	54.36	01-0000-0-0000-7300-4300-750	234854800001
			2,061.71	PO220903-002	70.75	01-0000-0-0000-7300-4300-750	234862769001
W-766385	011849-01 PHILANTHROPIC VE	05/19/2022	4,875.00	PO221014-001	4,875.00	01-6388-0-3800-1000-5800-331	20220425-SFOA-F
W-766386	005779-01 THE HOME DEPOT P	05/19/2022	535.72	PO220095-010	535.72	01-8150-0-0000-8110-4300-780	677966202
W-766387	011860-01 W.H. DEMPSEY ENG	05/19/2022	947.50	PO221054-001	947.50	21-9711-0-9648-8520-5800-107	1475
W-766388	000295-01 ALBERTSONS | SAF	05/19/2022	219.96	PV220566-001	219.96	01-3060-0-7110-2490-4300-745	145184 - 040722
W-766389	000196-01 COUNTY SCHOOL SE	05/19/2022	410.99	PO220905-001	410.99	01-0000-0-0000-3900-5800-750	18288
W-766390	011692-01 GLOBAL KINDNESS	05/19/2022	5,200.00	PO220598-004	5,200.00	01-2600-0-0000-2140-5800-000	1075
W-766391	011398-01 INTRADO INTERACT	05/19/2022	17,950.00	PV220567-001	4,350.00	01-0000-0-0000-2421-4300-790	257480
			17,950.00	PV220568-001	13,600.00	01-0000-0-0000-2421-4300-790	257485
W-766392	011370-02 JAMES CRAWFORD	05/19/2022	4,100.00	PO220890-003	3,600.00	21-9711-0-9006-8520-5800-000	232
			4,100.00	PO220890-003	500.00	01-0000-0-0000-7300-5800-720	232
W-766393	000380-01 OFFICE DEPOT	05/19/2022	65.73	PV220564-001	35.12	01-0000-0-0000-7300-4300-720	236203664001

MAY 2022 WARRANT REGISTER
41 Cabrillo Unified School District **Fiscal Year: 2022**

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			65.73	PO220903-003	30.61	01-0000-0-0000-7300-4300-750	234862771001
W-766394	008484-02 OWEN, TOM	05/19/2022	25.74	TC220078-001	25.74	01-6520-0-5770-1190-5200-331	APRIL 2022 MILEA
W-766395	006423-02 THE HOME DEPOT P	05/19/2022	312.41	PO220926-001	64.76	01-3550-0-3800-1000-4300-211	683511943
			312.41	PO220926-002	65.58	01-3550-0-3800-1000-4300-211	683549208
			312.41	PO220926-003	76.65	01-3550-0-3800-1000-4300-211	683236111
			312.41	PO220926-004	105.42	01-3550-0-3800-1000-4300-211	683272751
W-769020	004999-01 DOUGHERTY, MARGU	05/26/2022	82.56	PV220577-001	82.56	01-0000-0-0000-0000-9553-000	220402
W-769021	008804-01 HUTTON, BARBARA	05/26/2022	82.56	PV220580-001	82.56	01-0000-0-0000-0000-9553-000	220417
W-769022	011853-01 ROSALIND BERRY	05/26/2022	82.56	PV220576-001	82.56	01-0000-0-0000-0000-9553-000	220384
W-769023	011865-01 TRENTER, VALERIE	05/26/2022	82.56	PV220579-001	82.56	01-0000-0-0000-0000-9553-000	220466
W-769024	009624-01 HEARTLAND SCHOOL	05/26/2022	549.00	PV220581-001	549.00	13-5310-0-0000-3700-5300-770	4862006
W-769025	011178-01 PAULO'S AUTO CAR	05/26/2022	120.23	PV220582-001	57.66	13-5310-0-0000-3700-5603-770	66647
			120.23	PV220583-001	62.57	13-5310-0-0000-3700-5603-770	66648
W-769026	000061-01 DANNIS WOLIVER K	05/26/2022	78,427.11	PV220584-001	247.50	01-0000-0-0000-7400-5810-750	JANUARY 2022
			78,427.11	PV220584-001	1,629.50	01-0000-0-0000-7300-5810-720	JANUARY 2022
			78,427.11	PV220584-001	5,569.00	21-9711-0-9621-8500-5810-211	JANUARY 2022
			78,427.11	PV220584-001	8,712.50	01-0000-0-0000-7111-5810-750	JANUARY 2022
			78,427.11	PV220584-001	2,881.50	21-9711-0-9006-8500-5810-000	JANUARY 2022
			78,427.11	PV220585-001	434.00	01-0000-0-0000-7300-5810-720	JANUARY 2022
			78,427.11	PV220585-001	22,429.56	21-9711-0-9621-8500-5810-211	JANUARY 2022
			78,427.11	PV220585-001	2,932.50	01-0000-0-0000-7111-5810-750	JANUARY 2022
			78,427.11	PV220585-001	570.00	21-9711-0-9006-8500-5810-000	JANUARY 2022

MAY 2022 WARRANT REGISTER
41 Cabrillo Unified School District **Fiscal Year: 2022**

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			78,427.11	PV220586-001	525.06	01-0000-0-0000-7400-5810-750	MARCH 2022
			78,427.11	PV220586-001	955.00	01-0000-0-0000-7300-5810-720	MARCH 2022
			78,427.11	PV220586-001	12,863.53	21-9711-0-9621-8500-5810-211	MARCH 2022
			78,427.11	PV220586-001	2,762.50	01-0000-0-0000-7111-5810-750	MARCH 2022
			78,427.11	PV220586-001	12,337.46	01-0000-0-0000-7112-5810-750	MARCH 2022
			78,427.11	PV220586-001	3,577.50	21-9711-0-9006-8500-5810-000	MARCH 2022
W-769027	009571-01 GOLD STAR FOODS	05/26/2022	342.83	PO220197-089	253.08	13-5310-0-0000-3700-4710-331	4999772
			342.83	PO220197-090	36.00	13-5310-0-0000-3700-4790-331	5037366
			342.83	PO220197-091	53.75	13-5310-0-0000-3700-4790-331	5003455
W-769028	011866-01 HNATT, ANGELINE	05/26/2022	82.56	PV220578-001	82.56	01-0000-0-0000-0000-9553-000	220415
W-769029	009571-01 GOLD STAR FOODS	05/26/2022	668.44	PO220197-088	68.25	13-5310-0-0000-3700-4711-331	4966467
			668.44	PO220197-088	600.19	13-5310-0-0000-3700-4712-331	4966467
W-769030	005163-01 SYSCO FOOD SERVI	05/26/2022	3,038.22	PO220195-070	259.36	13-5310-0-0000-3700-4712-331	450977539
			3,038.22	PO220195-070	393.85	13-5310-0-0000-3700-4710-331	450977539
			3,038.22	PO220195-071	448.83	13-5310-0-0000-3700-4712-211	450977540
			3,038.22	PO220195-073	486.44	13-5310-0-0000-3700-4712-211	450943449
			3,038.22	PO220195-074	197.57	13-5310-0-0000-3700-4712-211	450992403
			3,038.22	PO220195-069	671.92	13-5310-0-0000-3700-4712-331	450961951
			3,038.22	PO220195-069	580.25	13-5310-0-0000-3700-4710-331	450961951

Warrant/EFT Count: 156 **Total Warrant/EFT Amount:** 1,751,419.98

CABRILLO UNIFIED SCHOOL DISTRICT

498 Kelly Avenue, Half Moon Bay, California 94019 • 650 712-7100 • Fax 650 726-0279 • www.cabrillo.k12.ca.us

SUPERINTENDENT
Sean McPhetridge, Ed.D.

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Kimberly Hines
Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: June 9, 2022
TO: Members of the Governing Board
FROM: Jennifer Marsh, Interim Chief Business Officer
CATEGORY: Consent/Action
ITEM TITLE: Approval of Summer Custodial Cleaning Proposal

BACKGROUND INFORMATION

Cabrillo Unified School District sees the need for the Maintenance and Custodial Staff to take vacation time during our summer months. Prime Building Maintenance provided CUSD with a proposal to contract with them for summer cleaning and other projects.

CSEA has an MOU with CUSD with the understanding that this agreement will not extend past July 31, 2022.

FISCAL ANALYSIS

The funding cost will be $62,899.20 to be paid out of the General Fund.

RECOMMENDATION

Approve as submitted.

Prime Building Maintenance

Janitorial Service and Utilities Proposal | April 22

Cabrillo Unified school District| 498 Kelly Ave. Half Moon Bay CA 94019

Prime Building Maintenance **Proposal** **Cabrillo Unified school District** **| Janitorial Cleaning**

CONTACTS

Mario Lopez | CEO | M 650.8674921| primebuildingservice@outlook.com

Brenda Rodríguez| Owner | M 650.388.6243| primebuildingservice.rodriguez@outlook.com

References:

Robert Talbott
Director of operations
Menlo College
Cell: +1 (408) 636-8779
Email: rtalbott@menlo.edu

Debbie Kalember
Residence Owner
Cell: +1 (650) 862-3181
Email: dckalember@gmail.com

Gino Chiappe
Regional manager
Raiser Corporation
Cell: +1 (650) 280-0284
Email: Chiappe@raiser.com

Philip Raiser
Owner
Raiser Corporation
Cell: (650) 245-1015
Email: philip@raiser.com

PROPOSAL

Billing Address:
687 Roble Ave #1
Menlo Park, CA 94025

Service Address:
Cabrillo School District locations

Service – See enclosed menu of services.

Our Commitment - Prime is a family-run business that dedicates time and effort to the quality of our work. We are committed to ensuring our employees and clients receive the most significant level of care. Our employees are cared for reasonably and entitled to benefit practices. Prime's commitments to providing quality service that meets or exceeds the specifications. We take great care in delivering a service that upholds the Prime's name and reputation. To maintain our commitment to our clients we ask for the timely submission of any service complaint, time is a primary factor in cleaning service, therefore the more time elapsed will limit the options for a positive resolution.

Client Commitment – Pricing is based on an estimate of cleaning time and nature of a job. The time also factors in the school condition at the start of service. Any consistent change in the starting condition may affect the cost per service. For example, Covid protocols and high traffic of students, families and staff, will affect and may increase labor on making sure all surfaces in the school are cleaned, disinfected, safe and healthy for all guests.

Cancellation Policy – Either party may cancel, in writing, up to forty-eight hours prior to the start of service. If cancellation is requested within forty-eight hours of start of service Client may be responsible for costs incurred by Contractor and penalties up to 50% of the rate of service.

Terms & Conditions – See "The Fine Print" on the following page for details.

Price and Terms – Account is net 10 from the day of service. Unpaid accounts will draw interest at the legal rate from the date payment is due. A charge of 10% will be payable in each late payment. All major credit cards are accepted. The following rates are valid for one year from date of proposed:

Service	Hourly Rate	Total cost
Six porters following specification for deep cleaning service for classrooms, common areas, and restrooms for month of July	38.90 per hour	$39,211.20
Three porters for machine operations and window cleaning for the month of July	47.00 per hour	$23,688.00
		$62,899.20

BY: _____

NAME: _____

DATE: _____

THE FINE PRINT

Definitions – The terms defined in this section shall for all purposes of these Conditions have the meanings herein specified.

- **(a) Agreement** – The "Agreement" shall mean the Contract and the Conditions.
- **(b) Property –** The term "Property" shall mean the certain real property in which services are provided defined on page one under "Property".
- **(c) Client –** For notices given pursuant to the Agreement shall be as defined on page one under "Client".
- **(d) Contractor –** For notices given pursuant to this Agreement shall be Prime Building Maintenance, Inc PO Box 1132 Menlo Park Ca 94025

Entire Agreement – This agreement contains the entire Agreement between the parties. All proper negotiations between the parties are merged in the Agreement, and there are no understandings or agreements other than those incorporated herein. This Agreement may not be modified except by written instrument signed by both parties. In the event of conflict between any of the foregoing provisions of the Agreement, the former shall be controlling.

Insurance – Prior to performing any work authorized under any agreement, Contractor will obtain and carry throughout the duration of any contract, at its own expense, the following insurance:

- **a.** Worker's Compensation Insurance in accordance with law, and Employer's Liability Insurance with a limit of $1,000,000.
- **b.** Comprehensive Liability Insurance naming the Manager/Owner of the premises and its subsidiaries as additional insured in the amount of $1,000,000 combined single limit covering both personal injury and property damage and contractual liability specifically and Production and Completed operation coverage.
- **c.** Comprehensive Automobile Liability Insurance (concerning owned vehicles, leased vehicles and all other vehicles if used in the performance of contractor's obligations hereunder) in the amount of $1,000,000 Combined Single Limit for personal injury and property damage.

Upon request, certificate in the customary form, shall be delivered to CLIENT simultaneously with the execution of any contract and within 30 days prior or expiration of such insurance similar updated certificates shall be deliverer to CLIENT evidencing the renewal of such insurance, together with evidence satisfactory to CLIENT evidencing the renewal of such insurance, together with evidence satisfactory to CLIENT of payment of premium. All the above insurance shall provide that the same may not be canceled or modified without thirty (30) days prior written notice to CLIENT by certified mail and shall be written with such carriers that are licensed to issue insurance in the State of California. In the event Contractor fails to carry the insurance specified herein; CLIENT may terminate this Agreement.

Hours of Work – Service is available Monday through Friday excluding legal holidays. Work requested on weekends or holidays will be billed at the overtime rate.

Labor Hour – Time is calculated by the number of hours multiplied by the number of crew to equal labor hours.

Change in Work Performed – The price is based upon the estimated time needed to keep the property at the agreed level of cleanliness. Client and Contractor agree to negotiate a reasonable price adjustment if the frequency or scope of service changes.

Value Added Services – These services are free of charge and not based upon your service pricing. Prime reserves the right to terminate these services at any time without cause.

Sub-Contracted Services – N/A, Prime performs all work.

Employment Practices – The Contractor warrants that with respect to all its employees employed at Owner's premises that the Agreement follows all federal, state and city laws, rules and regulations relating to labor relations, fair employment practices, safety and similar rules and regulations. The contractor agrees that all work performed by or at the direction of Contractor hereunder shall be performed in compliance with the requirements of the Occupational Safety & Health Act (OSHA) or 1970. The Contractor warrants that it is in full compliance with all Equal Employment Opportunity (EEO) provisions as required by law, regulating or executive order, specifically but not limited to the provisions of Executive Order 11426 of September 24, 1965, as amended.

Applicable Law – This Agreement shall be construed and enforced in accordance with, and the validity and performance under this Agreement shall be governed by, the laws of the State of California.

Attorney Fee – Any attorney fees or costs incurred by a party to this contract shall be awarded to the prevailing party in any litigation to enforce this contract.

General Specifications – The following is a basic list of specifications that are available for janitorial cleaning. PRIME will follow the Cabrillo School district schedule during the month of July.

- **DEEP CLEANING CLASSROOMS AND COMMON AREAS:**
  - Perform high dusting from ceiling to baseboards
  - Clean air ventilation covers.
  - Wipe down walls, light fixtures, doors, switches, clean whiteboards
  - Remove trash, wash/disinfect all receptacles in and out, replace liners.
  - Remove cobwebs
  - Clean miniblinds if applicable, wipe down all windowsills
  - Clean windows in and out
  - Clean drinking fountains.
  - Wipe down all furniture include all sides and bases, tables, chairs, counters.
  - Follow instructions if chair basis will need the pads/protectors to be replaced.
  - Vacuum/sweep and wet mop the floors with neutral cleaner/disinfectant, follow manufacturer specifications.
  - All Furniture will need to be moved or concentrated on a corner for mopping. Floors restoration process will be advised by the School District.
  - RESTORATION, defined as a deep cleaning of hard surfaces, floors, carpets, any area that will require machines to be operated.
    - Carpet shampooing, extraction or bonnet methods.
    - Strip and refinish synthetic floors
    - Concrete floor restoration, use impregnated diamond pads, seal.
- **DEEP CLEANING RESTROOMS:**
  - Perform high dusting from ceiling to baseboards
  - Clean air ventilation covers.
  - Wipe down walls, light fixtures, doors, switches, stalls, door handles.
  - Remove trash, wash/disinfect all receptacles in and out, replace liners
  - Remove cobwebs
  - Clean miniblinds if applicable, wipe down all windowsills.
  - Clean windows in and out.
  - Restock all consumables
  - Wash, polish, disinfect mirrors, dispensers, faucets
  - Wash and sanitize fixtures, includes around base of toilets and urinals.
  - Flush sewer drains with disinfectant. Pour enzyme/digestive if needed.
  - If applicable, clean and disinfect showers.
  - Vacuum/sweep and mop hard surfaces with neutral cleaner/disinfectant, follow manufactures specifications.
  - RESTORATION, defined as a deep cleaning of hard surfaces, floors, carpets, any area that will require machines to be operated.
    - Strip and refinish synthetic floors.
    - Machine scrub ceramic tiles, seal grout.
- **Premium Service –** Defined as services offered upon request of the Cabrillo School District at an additional, discounted cost. Quote may be submitted.
  - Carpet Anti-Stain Treatment.
  - Carpet mold removal.
  - Upholstery cleaning.
  - Marble, Granite, and Natural Stone Restoration. Concrete restoration.
  - Labor by Hour – An extra set of hands for party prep and clean up, packing, organizing or any other help you need around the school. (No heavy lifting)
  - Leather Repair and Restoration.
  - Light bulb replacement.
  - Hauling.
  - Pressure Washing.
  - High touch points disinfecting, hospital grade.

CABRILLO UNIFIED SCHOOL DISTRICT

498 Kelly Avenue, Half Moon Bay, California 94019 • 650 712-7100 • Fax 650 726-0279 • www.cabrillo.k12.ca.us

SUPERINTENDENT
Sean McPhetridge, Ed.D.

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Kimberly Hines
Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: June 9, 2022
TO: Members of the Governing Board
FROM: Sean McPhetridge, Ed.D., Superintendent
CATEGORY: Consent/Action
ITEM TITLE: Approval of Agreement for Professional Services with the Law Firm Dannis Woliver Kelley Attorneys at Law for the 2022-2023 and 2023-2024 School Years

BACKGROUND INFORMATION

For a number of years, the District has relied on the firm Dannis Woliver Kelley Attorneys at Law (DWK) for legal advice in most general aspects of school operations. Each year the District is asked to review and approve a new Agreement for Professional Services with DWK. This year the proposed agreement is for two years, namely the 2022-2023 and 2023-2024 school years.

FINANCIAL IMPACT

The fiscal impact to the general fund for 2022-2023 and 2023-2024 school years is unknown at this time.

RECOMMENDATION

This is an opportunity for the Board to review and approve the proposed Agreement for Professional Services as presented.

DWK
DANNIS WOLIVER KELLEY
Attorneys at Law

GREGORY J. DANNIS
Attorney at Law
gdannis@DWKesq.com

San Francisco

SAN FRANCISCO
200 California Street
Suite 400
San Francisco, CA 94111
TEL 415.543.4111
FAX 415.543.4384

LONG BEACH
444 W. Ocean Blvd.
Suite 1070
Long Beach, CA 90802
TEL 562.366.8500
FAX 562.366.8505

SAN DIEGO
750 B Street
Suite 2600
San Diego, CA 92101
TEL 619.595.0202
FAX 619.702.6202

CHICO
2485 Notre Dame Blvd.
Suite 370-A
Chico, CA 95928
TEL 530.343.3334
FAX 530.924.4784

SACRAMENTO
555 Capitol Mall
Suite 645
Sacramento, CA 95814
TEL 916.978.4040
FAX 916.978.4039

BERKELEY
2087 Addison Street
2nd Floor
Berkeley, CA 94704
TEL 510.345.6000
FAX 510.345.6100

FRESNO
7170 N. Financial Drive
Suite 135
Fresno, CA 93720
TEL 559.388.5802
FAX 559.388.5803

www.DWKesq.com

May 4, 2022

VIA EMAIL

Sean McPhetridge, Ed.D.
Superintendent
Cabrillo Unified School District
498 Kelly Avenue
Half Moon Bay, CA 94019

Re: 2022-2024 Agreement for Professional Services

Dear Dr. McPhetridge:

For more than 45 years, we have provided legal advice and counseling services to California school and community college districts. We appreciate more than ever the opportunity to be your partner in achieving your core mission to educate and prepare all children and young adults to be responsible, mindful citizens in the global marketplace of ideas. Together, we have met the challenges of a worldwide pandemic and have stood by your side to help you change course repeatedly, pivot often and innovate in the moment. We remain your steadfast allies and will support you with our full range of expertise to provide quality education programs to millions of California students.

Attached is our Agreement for Professional Services for the 2022-2023 and 2023-2024 school years which includes some new terms enabling us to better meet current and future challenges on your behalf. The top end of rate ranges for our different attorney groups will increase by $5 to $15 dollars; however, for the first time, we are providing a two-year Agreement. This means there will be no changes to the billing ranges during this time period, although individual attorney hourly rates may be adjusted within the existing ranges.

We are excited to add the category of "Shareholder Emeritus" so that attorneys with decades of experience who have stepped back from active firm management can continue to offer you the highest level of legal expertise. We have added sections to comply with new laws in the areas of fingerprinting and vaccinations. Finally, our modes of communication and providing advice have been updated to keep pace with technology.

We will continue to offer the Cabrillo Unified School District efficient and prompt service and the highest quality legal advice and counsel you have come to expect.

We look forward to serving the District in the coming school year and continuing our mutually rewarding partnership. Please sign the attached Agreement, insert the date of Board approval, and return to the undersigned via email.

Best regards,

DANNIS WOLIVER KELLEY



Gregory J. Dannis
GJD:HN

AGREEMENT FOR PROFESSIONAL SERVICES

This Agreement is made and entered into on May 4, 2022, by and between the Cabrillo Unified School District, hereinafter referred to as District, and Dannis Woliver Kelley, a professional corporation, hereinafter referred to as Attorney.

In consideration of the promises and the mutual agreements hereinafter contained, District and Attorney agree as follows:

SCOPE OF SERVICES. District appoints Attorney to represent, advise, and counsel it from July 1, 2022, through and including June 30, 2024, and continuing thereafter as approved. Any services performed during the period between the above commencement date and the date of Board action approving this Agreement are hereby ratified by said Board approval. Attorney agrees to prepare periodic reviews of relevant court decisions, legislation, and other legal issues. Attorney agrees to keep current and in force at all times a policy covering incidents of legal malpractice.

CLIENT DUTIES. District shall be truthful with Attorney, cooperate with Attorney, keep Attorney informed of developments, ensure access for Attorney to communicate with the District's governing board as appropriate, perform the obligations it has agreed to perform under this Agreement and pay Attorney bills in a timely manner.

FEES AND BILLING PRACTICES. Except as hereinafter provided, District agrees to pay Attorney two hundred sixty-five dollars ($265) to three hundred seventy-five dollars ($375) per hour for Shareholders and Of Counsel; two hundred forty-five dollars ($245) to three hundred dollars ($300) for Special Counsel; one hundred ninety-five dollars ($195) to two hundred sixty-five dollars ($265) per hour for Associates; and one hundred thirty dollars ($130) to one hundred ninety-five dollars ($195) per hour for Paralegals and Law Clerks. The rate range for Gregory J. Dannis and Shareholder Emeritus shall be three hundred ninety-five dollars ($395) to four hundred fifty dollars ($450) per hour. Rates for individual attorneys may vary within the above ranges depending on the level of experience and qualifications and the nature of the legal services provided. Mr. Dannis' hourly rate shall be $450. Agreements for legal fees at other than the hourly rate set forth above may be made by mutual agreement for special projects, particular scopes of work, or for attorneys with specialized skills. The rates specified in this Agreement are subject to change at any time by Attorney following written notice to Client and shall apply to all services rendered after such notice is given. Time is billed in minimum increments of one-tenth (.1) of an hour, except the first communication (e.g., by telephone, voice-mail, e-mail, text) of any day containing substantive advice which is charged a minimum of three-tenths (.3) of an hour. Actual travel time and time spent attending in-person or remote meetings is charged at the rates above. In the course of travel for, or attending meetings with or for District, it may be necessary for Attorney to work for and bill other clients. If, during the course of representation of District, an insurance or other entity assumes responsibility for payment of all or partial fees of Attorney on a particular case or matter, District shall remain responsible for the difference between fees paid by the other entity and Attorney's hourly rates as specified in this Agreement unless otherwise agreed by the parties.

OTHER CHARGES. District further agrees to reimburse Attorney for actual and necessary expenses and costs with respect to providing the above services, including support services such as copying charges (charged at $0.10 per page), postage (only charged if in excess of $1.00), and computerized legal research and electronic record review platforms (i.e., Westlaw, e-discovery). Any discount received on such services is passed along to Client by Attorney. District agrees that such actual and necessary expenses may vary according to special circumstances necessitated by request of District or emergency conditions which occasionally arise. Such expenses shall be provided at cost unless otherwise specified.

District further agrees to pay third parties, directly or indirectly through Attorney, for major costs and expenses including, but not limited to, costs of serving pleadings, filing fees

and other charges assessed by courts and other public agencies, arbitrators' fees, court reporters' fees, jury fees, witness fees, investigation expenses, consultants' fees, and expert witness fees. Upon mutual consent of District and Attorney, District may either advance or reimburse Attorney for such costs and expenses.

Occasionally Attorney may provide District officials and/or employees with food or meals at Attorney-sponsored trainings or when working with District officials and/or employees. Attorney may provide such food or meals without additional charge in exchange for the consideration provided by the District under this Agreement.

BILLING STATEMENT. Attorney shall send District a statement for fees and costs incurred every calendar month. Attorney's statements shall clearly state the basis thereof, including the amount, rate and basis for calculations or other methods of determination of Attorney's fees. Upon District office's request for additional statement information, Attorney shall provide a bill to District no later than ten (10) days following the request. District is entitled to make subsequent requests for bills at intervals of no less than thirty (30) days following the initial request. District shall pay Attorney's statements within thirty (30) days after each statement's date.

INDEPENDENT CONTRACTOR. It is expressly understood and agreed to by both parties that Attorney, while carrying out and complying with any of the terms and conditions of this Agreement, is an independent contractor and is not an employee of the District. Attorney does not anticipate that in the course and scope of performing legal services it will have any interaction with any pupil that is not under the immediate supervision and control of a District employee or a pupil's parent or guardian. If District requests legal services in which Attorney will have unsupervised interaction with pupils, Attorney will complete fingerprinting and background check clearances as required by Education Code Section 45125.1 prior to commencing such services. Attorney further agrees to comply with applicable, prevailing state vaccine or testing requirements.

CONSENT TO USE OF E-MAIL AND CLOUD SERVICES. In order to provide District with efficient and convenient legal services, Attorney will communicate and transmit documents using e-mail. Because e-mail continues to evolve, there may be risks communicating in this manner, including risks related to confidentiality and security. By entering into this Agreement, District is consenting to such e-mail transmissions with District and District's representatives and agents. In addition, Attorney uses cloud computing services with servers located in a facility other than Attorney's office. Most of Attorney's electronic data, including emails and documents, are stored in this manner. By entering into this Agreement, District understands and consents to having communications, documents and information pertinent to the District's matters stored through such cloud-based services.

CONFLICT OF INTEREST. In some situations, where Attorney has relationships with other entities, the Rules of Professional Conduct and Business & Professions Code may require Attorney to provide disclosure or to obtain informed written consent before it can provide legal services for a client. Attorney represents many school and community college districts, county offices of education, joint powers authorities, SELPAs and other entities throughout California. The statutory and regulatory structure of the provision of education services results in many ways in which these entities interact which could result in a conflict between the interests of more than one of Attorney's clients. If Attorney becomes aware of a specific conflict of interest involving District, Attorney will comply with the legal and ethical requirements to fulfill its duties of loyalty and confidentiality to District. If District has any question about whether Attorney has a conflict of interest in its representation of District in any matter, it may contact Attorney or other legal counsel for clarification.

TERMINATION OF CONTRACT. District or Attorney may terminate this Agreement by giving reasonable written notice of termination to the other party.

COUNTERPARTS. This Agreement may be executed in duplicate originals, including facsimiles, each of which shall fully bind each party as if all had signed the same copy. Electronic copies of signatures shall be treated as originals for all purposes.

IN WITNESS WHEREOF, the parties hereto have signed this Agreement for Professional Services.

CABRILLO UNIFIED SCHOOL DISTRICT

Sean McPhetridge, Ed.D.
Superintendent

Date

DANNIS WOLIVER KELLEY



Gregory J. Dannis
Attorney at Law

May 4, 2022
Date

At its public meeting of_____, 2022, the Board approved this Agreement and authorized the Board President, Superintendent or Designee to execute this Agreement.

CABRILLO UNIFIED SCHOOL DISTRICT

498 Kelly Avenue, Half Moon Bay, California 94019 • 650 712-7100 • Fax 650 726-0279 • www.cabrillo.k12.ca.us

SUPERINTENDENT
Sean McPhetridge, Ed.D.

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Kimberly Hines
Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: June 9, 2022
TO: Members of the Governing Board
FROM: Sean McPhetridge, Ed.D., Superintendent
CATEGORY: Consent/Action
ITEM TITLE: Approval of Contract for Equity Audit and Strategic Planning Services (Insight Education)

BACKGROUND INFORMATION

As a best practice, public school districts engage in equity audits and strategic planning services to assist in the goal of continuous academic improvement for all learners. This year, CUSD sought out and researched numerous national expert agencies over a period of several months to assist with this process to help guide district actions toward developing strategies to help the District attain its goals of academic improvement and a focus on equity. Staff now provide a contract with the Insight Education Group to help CUSD facilitate Board, community, and staff engagement to produce an equity audit in concert with a strategic plan to help guide CUSD toward these ends.

FINANCIAL IMPACT

The total cost of the equity audit and strategic planning facilitation process is $91,500. Staff were impressed by Insight Education Group's ability to combine both equity audit and strategic planning processes at a substantially lower cost than other national experts in this regard.

RECOMMENDATION

Staff recommends the Board review and approve the proposed Agreement for $91,500 as presented.

This Consulting Agreement (the "Agreement") is made and entered into by and between Cabrillo Unified School District ("Client"), and Insight Education Group, LLC, a California limited liability company ("Insight"), and is dated for reference purposes and is effective, notwithstanding the actual date of execution, as of 07/01/2022 [July 01, 2022] ("Effective Date").

NOW, THEREFORE, in consideration of the covenants and agreements contained herein and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, Client and Insight agree as follows:

1. Services to be provided. During the term of this Agreement, Insight shall perform the services specified in Exhibit A, attached hereto (the "Services).

2. Term. The term of this Agreement is set forth in Exhibit A, which is attached hereto and is hereby made part hereof.

3. Fees. In consideration for the services to be performed for Client by Insight, Client agrees to pay, promptly and fully, the fees described in Exhibit A ("Fees"), attached hereto and made a part hereof, in accordance with the provisions set forth therein. Insight shall invoice Client according to the terms outlined below and in the attached Exhibit "A". Invoices shall include a description of the services rendered and shall be payable within thirty (30) days of receipt.

Client understands and acknowledges that resources (including consultant time) may be held or encumbered in advance to ensure timely completion of Services in accordance with Exhibit A. Any changes in Services or delays due to Client actions shall not result in any reduction, cancellation or waiving of Fees without written approval from Insight.

4. Nondisclosure by Insight. All confidential information which Insight may receive from Client, its employees or consultants, respecting its inventions, designs, methods, systems, improvement, and other private matters shall for all time and for all purpose be regarded as strictly confidential and shall not be directly or indirectly disclosed by Insight to any person or entity without Client's permission.

Insight shall have the right to disclose Client's name as a client of Insight in Insight's marketing materials, including but not limited to Insight's website, proposals and presentations to potential clients.

5. Intellectual Property. Insight shall have and retain all right, title, and interest in and to any intellectual property invented, developed or otherwise created by Insight during the term of this Agreement, including, without limitation, lessons, plans, units, software, and similar items.

6. Assignment. Client may not assign or transfer the rights, duties, or obligations under this Agreement without the prior written consent of Insight. Insight may assign, without restriction, its right to payment to a third party.

7. Notices. All notices and other communications hereunder must be in writing and shall be deemed to have been duly given when personally delivered or when placed in the United States mail, first class, postage prepaid, addressed to the party to whom such notice is being given at the address set forth in this Agreement. A party may change the address to which such notices shall be given by notifying the other party in accordance with this Paragraph of such change of address.

8. Non-Solicitation of Insight Employees. During the term of this Agreement and any renewals thereof, and for one year after the expiration of the initial and any applicable renewal periods, Client agrees that neither Client nor any of its personnel will retain/hire or attempt to retain/hire, directly or indirectly, for itself or for another party, any of Insight's employees to which Client has been

introduced, has received information about, or has worked with, as a result of Insight's work in accordance with this Agreement. Client acknowledges that Insight recruits, trains and heavily invests in its professional personnel in order to provide the quality and type of services called for in this Agreement. Should Client wish, within one (1) year following the termination of this Agreement – measured from the last extension thereof, if any – to directly or indirectly employ any Insight employee covered by this paragraph, Client shall first pay Insight the sum of $10,000.00 per covered employee hired. Client acknowledges and agrees that this sum reflects the costs and expenses associated with Insight's recruitment, training and investment per covered employee, and further agrees that such costs and expenses are reasonable.

9. Indemnification for Evaluation Services. Client recognizes that evaluations provided by Insight pursuant to this Agreement will result in recommendations only, and Client maintains the sole discretion and responsibility for any decisions related to the evaluations. Accordingly, Client shall indemnify, defend and hold harmless, Insight, its partners, parent, subsidiaries, affiliates, agents, distributors, contractors and licensors, including, without limitation, Insight Software Solutions, Inc. (collectively, the "Insight Affiliates"), and each of their respective officers, directors, employees, agents, licensors, representatives, and third party providers (collectively, the "Indemnified Parties") from and against all claims, actions, demands, causes of action, and other proceedings (collectively, a "Claim" or "Claims"), and all losses, expenses, fees, fines, damages and costs, including reasonable attorneys' fees and court costs, arising out of or relating to any evaluation conducted by any of the Indemnified Parties.

10. Termination. Either Party may terminate without cause by providing 30-days' prior written notice to the other Party. Either Party may terminate this Agreement with cause immediately by providing written notice to the other Party if the other Party materially breaches this Agreement.

11. Compensation upon Termination. Upon Termination, Insight will be entitled to compensation for Services performed, resources (including consultant time) held or allocated for Services prior to Termination, and expenses incurred, including any non-refundable out-of-pocket expenses, prior to Termination, provided that Insight stops performing Services or incurring expenses as soon as reasonably possible after receiving or issuing a notice of termination. Neither Party shall be responsible for damages resulting solely from terminating this Agreement as permitted in this Agreement.

12. Severability. Should any provision of this Agreement or part thereof be held under any circumstances in any jurisdiction to be invalid or unenforceable, such invalidity or unenforceability shall not affect the validity or unenforceability of any other provision of this Agreement or other part of such provision.

13. Governing Law; Venue. This agreement shall be deemed to have been made and entered into in the State of California, and the construction, validity and enforceability of this Agreement shall be governed by the laws of the State of California. Venue shall lie only in the County of Los Angeles, California.

14. Entire Agreement. This Agreement, including the attached Exhibit "A" constitutes the entire agreement between the parties with respect to the subject matter hereof. All prior contemporaneous or other oral or written statements, representations or agreements by or between the parties with respect to the subject matter hereof are superseded.

15. Binding Arbitration. Any controversy or claim arising out of or relating to this Agreement, or any alleged breach thereof, will be settled by binding arbitration in accordance with the Commercial Rules of the American Arbitration Association and judgment upon the award rendered by the arbitrator(s) may be entered in any court having jurisdiction thereof. In no event will the arbitration

of any controversy or the settlement thereof, delay the performance of this Agreement. Arbitration hearings will be held in the County of Los Angeles, California.

16. Attorneys' Fees. In the event either party shall commence any action or proceeding (including arbitration) against the other party by reason of any breach in the performance of this Agreement, the prevailing party in such action shall be entitled to recover reasonable attorneys' fees, costs, and expenses, including, without limitation, the arbitrator's fees.

17. Authority. Each party represents that the individual signing this Agreement on its behalf has the authority to do so and to so legally bind the party. The Company represents that the execution, delivery and performance of this Agreement by the Company has been fully and validly authorized by all necessary corporate action.

18. Miscellaneous. This Agreement shall inure to the benefit of the parties hereto and their respective permitted successors and assigns. This Agreement shall not be changed or modified unless the parties agree in a writing which specifically identifies the document as an amendment to this Agreement. Any provision of this Agreement that contemplates performance or observance subsequent to termination or expiration of this Agreement shall survive termination or expiration of this Agreement and continue in full force and effect.

Insight and Client have entered into this Agreement to be effective as of the Effective Date.

Agreed by Client:	Agreed by Insight:
Cabrillo Unified School District 498 Kelly Ave Half Moon Bay, CA 94019	Insight Education Group, LLC. 2805 Dodd Road, Suite 200 Eagan, MN 55121
_____	_____
Dr. Sean McPhetridge Superintendent	Jason Culbertson Chief Executive Officer

Exhibit A: Scope and Terms of Services

I. Statement of Services

From proposal dated March 31, 2022.

Section 2: Scope of Work

Equity Audit

Schools and school districts are uniquely situated to impact both educator and student views and actions related to equity. However, without thoughtful planning, clear objectives, and an honest assessment of the current situation, we cannot expect districts to have the impact they desire. Insight Education Group has made equity a core mission of our organization as we work to support schools, districts, and other organizations with their equity work. We would never ask a partner to consider addressing a situation in a manner that we, ourselves, would not. As a diverse group of practitioners, we strive to promote policies and practices of equity from the classroom level to the macro district-level. Insight's equity offerings help adults in schools and school systems examine race and bias for themselves in order to better understand the implications of institutional and systemic inequities and, ultimately, become more equity-conscious leaders. Insight strives to create environments that give individuals the courage (and space) to face their biases head on and embrace a structure for exploring and dismantling them amongst supportive accountability partners. Through our equity audits and ongoing supports, we provide an honest assessment of the current situation in the district and provide clear recommendations for a path forward to ensure an equitable education for all students.

Based on our conversations with Cabrillo Unified School District (CUSD), Insight is pleased to present this proposal to support the district in conducting a district-wide equity audit. Our equity audit process reviews a district's quantitative and qualitative data, collects new data from key stakeholders, interviews, and focus groups, and thoroughly analyzes the data to examine disparities and trends. We use the findings of the audit to create a comprehensive and digestible report that includes both short- and long-term recommendations to implement and sustain equitable practices.



The Insight Equity Framework

The Insight Equity Framework was developed to support the evaluation of equitable practices in a district through the lenses of opportunity, access, and outcomes. The framework is designed to provide a concrete and cohesive foundational structure while remaining flexible enough to be used to focus on a district's specific needs and goals. At its core, the framework is a guiding set of expectations. These expectations can be used for many purposes, including (but not limited to):

- Reflection and Self-Analysis of Practices
- Guidance for Strategic Planning
- Development of Professional Learning
- Comprehensive Audit of Equity Practices

To be effective, reflection and self-assessment must be systematic, analytic, intentional, and ongoing. Ensuring equitable practices and outcomes throughout the district requires examination and implementation across all departments and should involve all district employees and stakeholders.

The Insight Equity Framework supports organizations in examining key processes, structures, and practices in five comprehensive domains that span all departments and stakeholders:



While the needs of the organization will dictate how those areas are examined, the process for assessing a district will include:

- analysis of available quantitative and qualitative data
- conducting interviews and focus groups
- administering stakeholder surveys
- brief curriculum review (samples of selected curricula from Humanities and English Language Arts)
- reviewing policies, processes, and relevant documents

DOCUMENT & PROCESS REVIEW	STAKEHOLDER FEEDBACK	QUANTITATIVE DATA
• Strategic plan • Equity statement • Organizational chart • Meeting agendas • Various policies • PD and coaching plans • Course catalog • Schedules	• District leaders • School leaders • Board of Education members • Community members • Caregivers • Students • Teachers and staff	• Budgets • Staff and student demographics • Teacher and staff performance • Student performance • Attendance and discipline • RTI / MTSS

Approach to Equity Audits

To examine each of the five domains outlined above, our audit team will examine the district's qualitative and quantitative data and the community context students and teachers individually and collectively face. This includes:

- Examination of achievement disparities by race and other factors including students identified for inclusion in special education, gifted education, and participation in Advanced Placement, Dual Enrollment, or Early College Experience opportunities.
- Examination of discipline data by race.
- Examination of existing equity initiatives or practices and an analysis of their success.
- Brief analysis of selected ELA and Humanities curriculum samples through an equity lens.
- Self-assessments, stakeholder focus groups, and individual interviews that measure how your students, teachers, and parents perceive their daily experiences.
- Assessment of environmental factors impacting your students which your team may not be currently addressing.
- Review of teacher quality and access to high-quality teachers.
- Review of teacher and leadership demographics to analyze whether the percentage of teachers and leaders of color is representative of the student body.

Research & Methodology

Schools and districts conduct equity audits to analyze data in three key areas: programmatic equity, teaching quality equity, and achievement equity (Skrla, McKenzie & Scheurich, 2009). Insight would employ the equity audit aligned to these three overarching areas. The equity audit methodology that we adopt is a customized research-based approach utilizing the work of Skrla, McKenzie & Scheurich (2009) and their work on *Using Equity Audits to Create Equitable and Excellent Schools* as well as research from the Intercultural Development Research Association. For each overarching area we would examine several research questions that would guide our work. The equity audit would require input from a variety of stakeholders and several pieces of qualitative and quantitative data from a variety of sources including: focus groups with key district leadership; classroom and campus observations; focus group interviews with teachers, parents, and community members; an examination of school discipline policies and codes of conduct; information provided on the district website and other communications; school climate surveys, graduation, attrition and retention reports; and accountability data including state report cards and other assessment data. By triangulating data across multiple sources we will be able to glean valuable insights regarding the opportunities students have and how their success can vary by race, language, income, zoning, mobility, ability, etc.

While there is no methodological consensus about the "right" way to go about the process of conducting equity audits, there are distinct aspects of equity audits consistently mentioned in the literature. Among these are the conceptual definition of the equity audit, the goals of equity audits, and some salient school characteristics that equity audits should consider. The research-based practices for our equity audit process are grounded in a combination of these aspects and found in research from the following:

1. Skrla, L. et.al. (2009) *Using Equity Audits to Create Equitable and Excellent Schools.* Corwin Press, Thousand Oaks, CA.
2. Skrla, L. et.al (2004). *Equity Audits: A Practical Leadership Tool for Developing Equitable and Excellent Schools (Twelve Indicators).* Education Administration Quarterly, Volume: 40 issue: 1, page(s): 133-161, February 1, 2004
3. Diamond, J. & Lewis, A. (2015) *Despite the Best Intentions: How Racial Inequality Thrives in Schools.* Oxford University Press, New York, NY. Five-year study that found hall monitors and teachers tended to call out black students for dress code and other minor rule violations significantly more than white students.
4. IDRA. (2020). *Using Equity Audits to Assess and Address Opportunity Gaps Across Education.* San Antonio, Texas: Intercultural Development Research Association.

Additionally, we ensure that no findings are based on one single source of data. While the process of our equity audits is described above, it is important to note that the process is designed to identify trends across at least three data points for any finding or recommendation. This is based on the concept of triangulation. Triangulation involves the careful reviewing of data collected through different methods in order to achieve a more accurate and valid estimate of qualitative results for a particular construct. The following include research based practices related to triangulation:

1. Meijer, P. (2002). *Multi-Method Triangulation in a Qualitative Study on Teachers' Practical Knowledge: An Attempt to Increase Internal Validity.* Quality and Quantity 36, 145-167.
2. Park, V. (2018) *Leading Data Conversation Moves: Toward Data-Informed Leadership for Equity and Learning.* Education Administration Quarterly. Volume 54: Issue 4. page(s): 617-647, October 1, 2018
3. Nelson, K. (2010). *Triangulation in the Assessment of Student Learning Outcomes.* Austin College.

Strategic Planning

Based on our conversations, Insight also understands CUSD's need for a new strategic plan to focus the work and resources of the school district for the next several years. By combining both the equity audit and strategic planning processes, Insight can streamline the data collection, stakeholder engagement, and analysis processes and use the findings of the equity audit to inform the strategic plan.

Insight will focus on aligning CUSD's strategies and priorities into one coherent strategic plan. Throughout the process, Insight employs multiple methods for the collection of data and feedback. Stakeholder perceptions and feedback play an important role in the strategic planning process; they must be impartially examined against a backdrop that reflects data obtained through multiple measures, including direct observations, interviews, anonymous online surveys, focus groups, and reviews of extant documents and data.

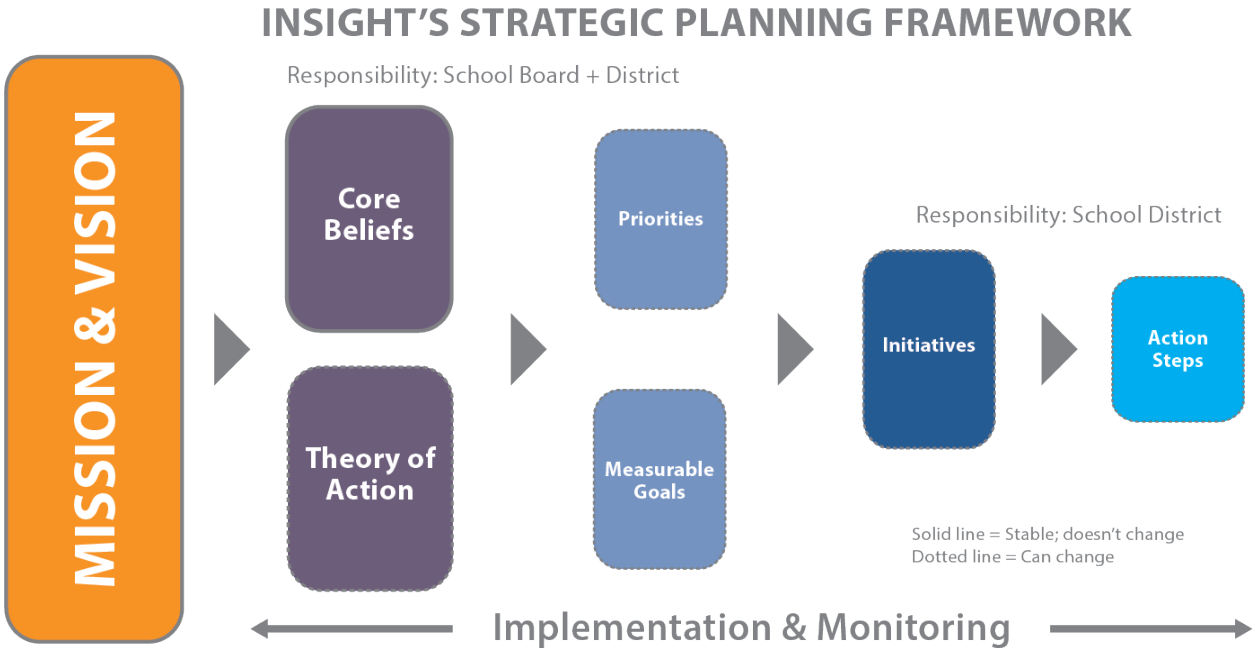
We understand that creating a strategic plan is a fluid process and engaging stakeholders is integral to the work. Once the plan itself is complete, we will work with the CUSD leadership team

to develop an implementation plan that includes regular touch points for monitoring progress against major milestones articulated in the plan.

Insight will collaborate with CUSD's strategic planning team to shape the planning process and develop the district's next strategic plan that addresses its mission, vision, guiding principles, and strategic goals and objectives. Through the scope of work described below, Insight seeks to support CUSD in identifying, clarifying, and continuously refining its model to ensure success for every student; and taking strategic steps to ensure the expansion and sustainability of its work over time.

Establish a Set of Broad Priorities to Inform Long-Term Strategic Planning Process
Insight facilitates the development and implementation of strategic design and planning with our partners, including the facilitation of comprehensive stakeholder engagement and cohesive communication plans, to ensure lasting success. Our work in offering customized strategic design services is driven by Insight's Strategic Planning Framework. This Framework will guide and assist CUSD in setting priorities for the strategic planning process.

Exhibit 1: Insight's Strategic Planning Framework



This framework creates an actionable plan for implementation as well as allows for progress monitoring of all systems throughout the process. Insight has consistently supported districts in developing their own strategic planning process from the initial dialogue with stakeholders to milestone check-ins after the plan has been implemented.

Efforts to implement a strategic plan by an entity such as CUSD rests on the ultimate challenge of measuring the effectiveness of academic measures and gains that the plan has set in motion.
Insight has developed a process to do just that. Given our experience developing and supporting implementation of strategic plans across the country, Insight is able to offer solutions to the inherent problems that can arise during the planning process. Insight has a proven track record of

providing tailored services linked to changes in classroom practices and improvements in student achievement.

This Framework is designed to strategically focus on the development of successful implementation and monitoring tools. In order for this work to be carried out with fidelity, there are three stages crucial to the thoughtful development of the strategic plan, described in the section that follows.

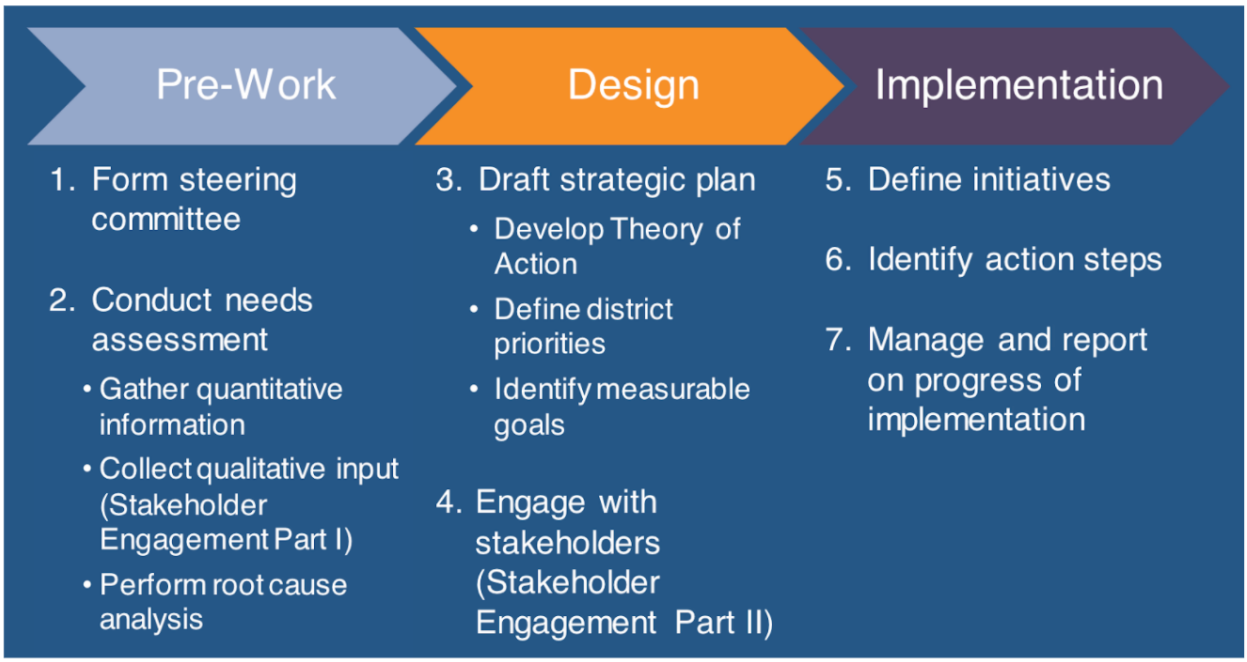
Insight will partner with CUSD's leadership to develop and implement structures and tools to engage the district's leadership, students, families, staff, and community partners authentically throughout the strategic planning process.

Develop a Concrete Process for the Long-term Strategic Plan

Three Stages of the Strategic Planning Process

We will work closely with CUSD leadership and stakeholders to initiate a comprehensive and concrete process focused around three stages of strategic planning.

Exhibit 2: Three Stages of the Strategic Planning Process



These three phases include pre-work, design, and implementation. During the **pre-work phase**, Insight will work with the CUSD Strategic Planning Team to conduct a needs assessment with a variety of stakeholders—students, parents, families, teachers, school leaders, business members, and community partners—who will offer both virtual and in-person feedback (depending on the current situation with COVID-19). Insight has experience designing multiple tools and processes for gathering input from the public, such as surveys and focus groups, which can be implemented both in person or virtually. Insight's communications team can also design a social media campaign for gathering input to maximize participation.

As part of the data analysis, we will work with CUSD staff to access appropriate data to inform the strategic plan so that all decisions are grounded in the district's data. We couple the analysis of data with conversations and new learning about the importance of multi-generation thinking that is required to develop a plan that will lend itself to solving vexing systemic and institutional problems. We balance all of this information to develop a compelling path forward.

Insight will conduct a thorough analysis of CUSD's current organizational effectiveness and efficiency through qualitative and quantitative data analysis. As part of this process, Insight will support CUSD leadership to collect qualitative data. The table below illustrates the types of engagement strategies Insight employs to gather qualitative data to inform the strategic planning process.

Stakeholder Group	Tools	Engagement Strategies
Students and families	**Questionnaires, focus groups**	**School visits, home visits, parent meetings**
Community members	**Questionnaires, interviews**	**Community meetings**
Business owners	**Questionnaires, interviews**	**Local business visits, commerce meetings**
Teachers	**Questionnaires, focus groups**	**School visits, staff meetings**
School leaders	**Questionnaires, interviews**	**School visits, staff meetings**
District staff	**Questionnaires**	**District meetings**

In addition to stakeholder engagement and input, quantitative data is a foundational piece that guides and informs the strategic planning.

Insight will collect data from existing quantitative data sets including:

- Student outcome data
- School effectiveness data
- Staff survey results

Insight will then analyze the results in partnership with CUSD leadership to synthesize major themes and critical issues and identify areas of strength, areas of growth, risks, and key areas on which to focus within the strategic plan. We will work closely with CUSD's leadership to set and maintain goals and milestones for the division and regularly check-in to ensure data is being tracked and analyzed in order to make decisions. Insight will communicate the findings of all analyses with CUSD's leadership in writing.

During the **design phase**, we craft the crux of the work: The Theory of Action (TOA). The TOA lays the foundation of the work for the planning process. Our process not only results in a compelling path forward for the district but serves as a vehicle for cross functional communication among leadership and stakeholders that ensures common understanding of the TOA and aligned goals. During this process we continue to engage stakeholders and refine the feedback process.

Engagement by the cross-section of stakeholders on the front end is critical as it accelerates the development of department-level operating plans aligned to the strategic plan and surfaces

dependencies across departments resulting in purposeful, ongoing cross-functional dialogue. Reporting between the theme-based teams and larger CUSD strategic planning team also facilitates cross-functional conversations and builds all members' understanding of the plan so that they can see their role in executing the plan as well as serve as "ambassadors" of the plan.

The last stage focuses on the **implementation** of initiatives that are aligned with the mission and vision set by the division and stakeholders. We will identify action steps throughout the process and conduct virtual check-ins to ensure that CUSD is reaching its intended outcomes. We will create a performance management process to allow the leadership and stakeholders to refine the strategic plan and focus on positive student outcomes. We can also convene monitoring meetings to address the progress of initiatives and make adjustments to timelines in order to successfully achieve milestones depending on the district's desire for additional supports and calibration.

Planning and Communication

A fundamental component of developing any system is to engage all stakeholders, including students, teachers, school leaders, families, and division administrators. As with all of our work, Insight is committed to ensuring the long-term success of any initiative guaranteeing that all deliverables are revised to reflect stakeholder feedback. We will work to revise components of the plan in order to get continuous feedback from all stakeholders. During these stakeholder meetings, we will provide interactive presentations, case studies, and activity guides. Insight will work with key stakeholders through the process of developing the strategic plan by:

- Establishing focus groups to discuss goals of the project and to ensure support
- Developing a close relationship with each stakeholder group
- Creating a communications strategy around the district's intended plans

The Stakeholder Engagement process is carried out in all three phases. During the pre-work phase, we seek to hear from all stakeholders through school visits, focus groups, questionnaires/surveys, social media, and informal interviews. We will gather qualitative and quantitative data to inform the stakeholder committee we will be putting together. We will appoint members based on interest and representation of stakeholder population. We may also work with a pre-convened committee assembled by the district. During the design phase, we will convene these stakeholders and engage in a process to develop the strategic plan. Once the plan is complete and approved, Insight will facilitate professional development sessions for stakeholders in order to introduce and support the implementation of the plan. We will also support the strategic planning team with presentations to the Board of Education and develop necessary presentation materials to walk through the final strategic plan.

Effective Practices and Trends

In order to help CUSD's leadership gain perspective on the broader educational context in the state of California, reflect on their current instructional and operational practices, and explore alternative models, Insight will conduct independent research on key areas of interest.

These areas may include:

- The current California education landscape and demand for various types of school models (both similar and different from CUSD)

- Local and national instructional best practices in supporting students of similar backgrounds to CUSD students (i.e. low-income, students with disabilities, non-English dominant, at-risk, historically marginalized)
- Local and national best practices for organizations of similar mission and size (i.e. annual budget, staffing level, student enrollment)

Insight will share all findings with CUSD and utilize this research in conjunction with the findings of the quantitative and qualitative needs assessment to inform the development of the division's new strategic plan.

Develop a multi-year implementation plan that will guide division initiatives

In addition to facilitating the strategic planning process, Insight has extensive experience taking the Strategic Plan and translating it into department level operating plans. We develop the strategic plan with this lens in mind so that each district department has clear guidance on what their priorities should be in relation to the strategic plan and are provided with enough guidance to implement the work across multiple years.

II. Fees

The table below represents the projected fees based upon our current understanding of the work and the approach presented in Section 2. However, it is our practice to engage with partners to determine the appropriate scope to meet specific budgets. Should the specifications of the project change, fees will be adjusted accordingly. All pricing is subject to final terms and conditions.

SERVICE	COST
Combined Equity Audit and Strategic Planning Process	$91,500
TOTAL	**$91,500**

* Note: Travel costs (airfare, lodging, meals, ground transportation, etc.) will be incurred by consultants in compliance with Insight's travel policy. A copy of Insight's travel policy will be made available to Client upon request. Travel costs do not include any printing and reproduction or facilities costs. Client shall be directly responsible for any printing and reproduction or facilities costs unless otherwise agreed upon.

III. Term

Pursuant to Section 2 of the Agreement, the term of this Agreement shall begin on the Effective Date and continue through February 28, 2023 ("Completion Date").

IV. Payment

Client will be invoiced on a monthly basis, as outlined in the table below.

MONTH OF SERVICE	INVOICE AMOUNT
July 2022	**$11,437.50**
August 2022	**$11,437.50**

September 2022	**$11,437.50**
October 2022	**$11,437.50**
November 2022	**$11,437.50**
December 2022	**$11,437.50**
January 2023	**$11,437.50**
February 2023	**$11,437.50**
TOTAL INVOICES	**$91,500**

Payment[s] shall be made in accordance with the terms set out in Section 3. of the Agreement.

V. Modifications to Services/Schedules

The parties may mutually agree in writing to modify the services or schedules discussed above for the convenience of one or both of the parties. To be effective, the written agreement must be entered into between the Superintendent on behalf of Client and the CEO on behalf of Insight Education Group. For purposes of this Paragraph V. only, an e-mail shall be considered a "writing." Unless explicitly stated therein, the modification shall not affect the payment terms set forth above.

CABRILLO UNIFIED SCHOOL DISTRICT

498 Kelly Avenue, Half Moon Bay, California 94019 • 650 712-7100 • Fax 650 726-0279 • www.cabrillo.k12.ca.us

SUPERINTENDENT
Sean McPhetridge, Ed.D.

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Kimberly Hines
Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: June 9, 2022
TO: Members of the Governing Board
FROM: Sean McPhetridge, Ed.D., Superintendent
CATEGORY: Consent/Action
ITEM TITLE: Approval of Regular and Special Governing Board Meetings Minutes

BACKGROUND INFORMATION

The Governing Board routinely reviews and approves minutes from all regular meetings and special sessions.

REPORT/PROPOSAL

The unadopted minutes of the May 12, 2022 Regular Governing Board Meeting along with the May 13, 2022 and May 27, 2022 Special Governing Board Meetings are included in this Board packet for consideration.

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

Approve as submitted.

Governing Board Meeting Agenda

(Unadopted) Meeting Minutes

CABRILLO UNIFIED SCHOOL DISTRICT

Public Session: Thursday, May 12, 2022 • 6:00 PM

Board Members Present:	Mary Beth Alexander, President Freya McCamant, Vice President Sophia Layne, Clerk to the Governing Board Kimberly Hines, Member Lizet Cortes, Member
Administrators Present:	Sean McPhetridge, Ed.D., Superintendent Leticia Bhatia, Ed.D., Assistant Superintendent
Student Board Member Present:	Sara Gorman, Student Board Member

1. CALL TO ORDER – 6:03 PM

a. Roll Call / Quorum

Mary Beth Alexander, President
Freya McCamant, Vice President
Sophia Layne, Clerk to the Governing Board
Kimberly Hines, Member
Lizet Cortes, Member

b. Pledge of Allegiance

President Mary Beth Alexander led the Pledge of Allegiance.

2. APPROVAL OF AGENDA

Member Freya McCamant made a motion to approve the agenda as presented. Motion seconded by Member Kimberly Hines.

(M-52) Passed 5-0 with Student Board Member voting aye

3. COMMUNICATIONS

a. Public Comments

Doug Forster, CUSD substitute teacher, addressed the Governing Board regarding the implementation of PBIS across the district as well as the district's opportunity to fill open administrative positions with people who can commit to being present in classrooms.

b. Employee Organizations Report

1. CUTA Representatives

CUTA Co-President Sean Riordan wished our CBO Jesús Contreras a speedy recovery and return to Cabrillo. Riordan stated that while in-person classes have been better, the socio-emotional delay and the significant learning loss students experienced left teachers exhausted. Riordan said that while it is good that in-person communication returned at the Board level, it is great that in-person communication also returned between CUTA leadership and Superintendent McPhetridge. Riordan shared that as a result they were able to clear up sub pay and some other clerical issues with a speedy and satisfying solution. Riordan finished by saying that CUTA members are relieved they settled with the district on salary. Still, while they appreciate it, we need to remember that CUSD is among the lowest-paid districts.

2. CSEA Representatives

CSEA President Stig Lynne began the report by sharing that last week CUTA and the district held a negotiation meeting where they collaborated to clean up and update contract language. Lynne shared CSEA members are looking forward to the end of the school year and are ready to support summer school. Lynne ended his comments by thanking MOT and IT staff who helped get the room prepared for the Board meeting.

c. Board Members Report

Member Kimberly Hines said she is also pleased to be back to in-person meetings and, considering the data showing an uptick of COVID-19 in the Bay Area, asked people to take care of themselves and stay healthy. Member Hines expressed how she appreciated tonight's agenda and getting to hear about the VAPA presentation and lifting up the LGBTQ+ proclamation. Member Hines reported she visited CoastPride this week and asked the public to look at the programs offered and participate in the community Wellness Event on May 21. Lastly, Member Hines said she looks forward to the Jefferson Union School District employee housing opening. She shared that the Board is also currently working with real estate advisors to bring a workforce housing proposal to Cabrillo Unified School District.

Member Sophia Layne said that as we transition to the aftermath of the pandemic, we see the challenges ahead. Member Layne referred to the Berkeley Institute for Young American publication earlier this month stating that the future of public education in California is at risk, and she quoted the following key factor: "This rollercoaster of funding has gone on for far too long. To secure the longevity and success of public education in California, lawmakers must invest in the adequacy and sustainability of the finance system." Member Layne reminded the public that CUSD remains one of the lowest funded in San Mateo County. Member Layne mentioned too that their goal at the CSBA Bi-Annual Delegate Meeting in Sacramento is to collaboratively lead things in this direction [school funding.] Lastly, Member Layne suggested using our different backgrounds and educational resources to support one another and support the students, and she reported the meetings and events she attended this month.

Member Freya McCamant started the report by sharing that she attended the last environmental committee meeting of the year. It was wonderful working with students and seeing them stepping up to leadership, collaboration, coordination, and planning roles. Member McCamant shared that she also participated in the CTE Advisory Meeting. Member McCamant thanked retiring HMBHS principal John Nazar for his work, accomplishments, kindness, and dedication to the school to conclude her comments.

Member Lizet Cortes began her report praising and thanking Member McCamant for her leadership and accomplishment in the Environmental Committee. Member Cortes also thanked Assistant Superintendent Leticia Bhatia for leading the VAPA Committee and for her work on presenting the new VAPA curriculum. Member Cortes reported she attended the DELAC/ELAC meeting this month and commented that the attendance was not excellent, but the information shared was, including a presentation by Jerry Lopez. Lastly, Member Cortes thanked teachers and staff for the work done this year and congratulated HMBHS Principal John Nazar on his retirement.

President Mary Beth Alexander thanked and gave a shout-out to all the staff for their hard work and getting through May, as this month is the final stretch of the school year.

d. Student Board Member Report

Student Board Member Sara Gorman provided the Board and public an update on El Granada Elementary, Farallone View Elementary, Hatch Elementary, Kings Mountain Elementary, Half Moon Bay High, and La Costa Adult School events and activities.

c. Superintendent Report

Superintendent Dr. Sean McPhetridge took a moment to thank everyone, as many had spoken about how challenging May is and how May feels like the final stretch of the year. Superintendent McPhetridge said that not only has this been a year of challenge, but he noted the previous two years of challenges we faced and overcame due to the pandemic. He said he is happy to see everyone taking care of their health.

Superintendent McPhetridge continued thanking CUTA Co-President Sean McPhetridge Riordan for working with him to resolve some issues that arose during the week. Superintendent McPhetridge also thanked HMBHS Principal John Nazar for bringing the issue to his attention and helping provide context on a problem of practice. He then thanked CSEA President Stig Lynne and his team for a productive day of negotiations. Finally, Superintendent McPhetridge acknowledged and thanked tonight's speaker, principals present, and each person in the audience.

4. CONSENT AGENDA

a. Approval a. Adoption of Resolution No. 12-2022, Approving Transitional Kindergarten Expansion Plan
b. Approval of Certificated Personnel Report
c. Approval of Classified Personnel Report
d. Approval of Student Teacher Contract Renewal with San Francisco State University
e. Approval of Ayudando Latinos a Soñar MOU for 2022 Summer School Services
f. Approval of Boys and Girls Club of the Coastside MOU for 2022 Summer School Services
g. Approval of Warrant Register Report Processed from April 1, 2022 to April 30, 2022
h. Approval of Donations to Cabrillo Unified School District
i. Approval of Roof Replacement Project Phase 2
j. Approval of the Bid Award for the HMBHS and Cunha Intermediate School Paving Project
k. Approval of the Bid Award for New Public Address System for Half Moon Bay High School
l. Approval of Regular and Special Governing Board Meetings Minutes

Member Kimberly Hines made a motion to approve the Consent Agenda. Motion seconded by Member Sophia Layne.

ROLLCALL
Mary Beth Alexander, President – aye
Freya McCamant, Vice President – aye
Sophia Layne, Clerk to the Governing Board – aye
Kimberly Hines, Member – aye
Lizet Cortes, Member – aye

(M-53) Passed 5-0 with Student Board Member voting aye

5. GENERAL BUSINESS

a. Hatch Elementary School Site Presentation

Hatch School Principal Alyssa Jaramillo and Assistant Principal Daniel Robles provided an overview of site-based programs and services unique to Hatch Elementary School.

b. Presentation and Approval of Universal Transitional Kindergarten Plan

Assistant Superintendent of Curriculum and Instruction Leticia Bhatia provided an overview of CUSD's UTK Plan that is required to be presented to the LEA/school district.

c. Update on CUSD's Visual Arts and Performing Arts Master Plan Draft

Assistant Superintendent of Curriculum and Instruction Leticia Bhatia provided an overview of CUSD's Visual Arts and Performing Arts Plan draft.

Member Kimberly Hines made a motion to approve the CUSD's Visual Arts and Performing Arts Master Plan Draft. Motion seconded by Member Lizet Cortes.

(M-54) Passed 5-0 with Student Board Member voting aye

d. Adoption of Proclamation Recognizing June as LGBTQ+ Pride Month

Member Sophia Layne made a motion to adopt the Proclamation Recognizing June as LGBTQ+ Pride Month. Motion seconded by Member Kimberly Hines.

ROLLCALL
Mary Beth Alexander, President – aye
Freya McCamant, Vice President – aye
Sophia Layne, Clerk to the Governing Board – aye
Kimberly Hines, Member – aye
Lizet Cortes, Member – aye

(M-55) Passed 5-0 with Student Board Member voting aye

At 7:59, President Mary Beth Alexander requested a 10 minute recess. At 8:09, the meeting was resumed.

e. Adoption of Resolution 13-2022, Establishing a Tax Rate for Bonds for Fiscal Year 2022-23

Member Freya McCamant made a motion to adopt the Resolution 13-2022, Establishing a Tax Rate for Bonds for the Fiscal Year 2022-23. Motion seconded by Member Sophia Layne.

ROLLCALL
Mary Beth Alexander, President – aye
Freya McCamant, Vice President – aye
Sophia Layne, Clerk to the Governing Board – aye
Kimberly Hines, Member – aye
Lizet Cortes, Member – aye

(M-56) Passed 5-0 with Student Board Member voting aye

f. Approval of Outstanding Bargaining Provision Agreed Upon by Cabrillo Unified School District Unified and Cabrillo Unified Teachers' Association

Member Kimberly Hines made a motion to approve the outstanding bargaining provision agreed upon by Cabrillo Unified School District and Cabrillo Unified Teachers' Association. Motion seconded by Member Sophia Layne.

(M-57) Passed 5-0 with Student Board Member voting aye

g. Approval of AB 1200 for CSEA, CUTA, and Unrepresented Staff

Member Lizet Cortes made a motion to approve the AB 1200 for CSEA, CUTA, and Unrepresented Staff. Motion seconded by Member Kimberly Hines.

(M-58) Passed 5-0 with Student Board Member voting aye

8. CLOSED SESSION

a. Public Comments on Closed Session Topics

None.

b. Adjourn to Closed Session – 8:17 PM

Board Members met privately for Closed Session. Any action taken during Closed Session is reported under "Closed Session Action Report" if applicable.

1. **Matters Related to Students: Student Expulsion (Government Code §48912)**

   Student identification number: 220512-A

c. Reconvene to Open Session – 8:54 PM

1. Closed Session Action Report: President Mary Beth Alexander reported the Board met in Closed Session from 8:17 to 8:54 PM to consider the expulsion recommendation for student 220512-A.

Member Kimberly Hines made a motion to approve the student expulsion as stipulated; the student will be expelled for the remainder of the 2021-22 academic year and wll be eligible for readmission to CUSD in the fall of 2022 semester, contingent on the successful completion of the rehabilitation plan. Motion seconded by Sophia Layne.

ROLLCALL
Mary Beth Alexander, President – aye
Freya McCamant, Vice President – aye
Sophia Layne, Clerk to the Governing Board – aye
Kimberly Hines, Member – aye
Lizet Cortes, Member – aye

(M-59) Passed 5-0

8. ADJOURNMENT OF THE MEETING

The motion to adjourn was made by Member Lizet Cortes and seconded by Member Sophia Layne.

(M-60) Passed 5-0

The meeting was adjourned at 8:55 PM

Minutes prepared by Rosibel Acosta, Administrative Assistant to the Superintendent

Minutes presented by Sean McPhetridge, Ed.D., Secretary to the Governing Board

Certified by:

_____ _____
Sophia Layne Date
Clerk to the Governing Board
Cabrillo Unified School District

Special Governing Board Meeting – Closed Session

(Unadopted) Meeting Minutes

CABRILLO UNIFIED SCHOOL DISTRICT

Friday, May 13, 2022 • 10:00 AM

District Office Boardroom • 498 Kelly Avenue, Half Moon Bay, California 94019

Board Members Present:	Mary Beth Alexander, President Freya McCamant, Vice President Sophia Layne, Clerk to the Governing Board Kimberly Hines, Member Lizet Cortes, Member
Administrators Present:	Dr. Sean McPhetridge, Ed.D., Superintendent

1. CALL TO ORDER – 10:01 AM

a. Roll Call / Quorum

Mary Beth Alexander, President
Freya McCamant, Vice President
Sophia Layne, Clerk to the Governing Board
Kimberly Hines, Member
Lizet Cortes, Member

b. Public Comments on Closed Session Topics

None.

c. Adjourn to Closed Session – 10:02 AM

Board Members met privately for Closed Session. Any action taken during Closed Session is reported out under "Closed Session Action Report" if applicable.

1. Public Employee Performance Evaluation (Government Code §54957)

Title: Superintendent

d. Reconvene to Open Session – 12:45 PM

1. Closed Session Report: Board President Mary Beth Alexander reported no action was taken in Closed Session.

5. ADJOURNMENT OF THE MEETING

The motion to adjourn the meeting was made by Member Freya McCamant and seconded by Member Sophia Layne.

(M-59) Passed 5-0

The meeting was adjourned at 12:46 PM.

Minutes prepared by Rosibel Acosta, Administrative Assistant to the Superintendent

Minutes presented by Sean McPhetridge, Ed.D., Secretary to the Governing Board

Certified by:

_____ _____

Sophia Layne
Clerk to the Governing Board

Date

Special Governing Board Meeting – Closed Session

(Unadopted) Meeting Minutes

CABRILLO UNIFIED SCHOOL DISTRICT

Friday, May 27, 2022 • 9:00 AM

District Office Boardroom • 498 Kelly Avenue, Half Moon Bay, California 94019

Board Members Present:	Mary Beth Alexander, President Freya McCamant, Vice President Sophia Layne, Clerk to the Governing Board Kimberly Hines, Member Lizet Cortes, Member
Administrators Present:	Dr. Sean McPhetridge, Ed.D., Superintendent

1. CALL TO ORDER – 9:04 AM

a. Roll Call / Quorum

Mary Beth Alexander, President
Freya McCamant, Vice President
Sophia Layne, Clerk to the Governing Board
Kimberly Hines, Member
Lizet Cortes, Member

b. Public Comments on Closed Session Topics

None.

Approval of Agenda

Member Freya McCamant made a motion to approve the agenda as presented. Motion seconded by Member Kimberly Hines.

(M-61) Passed 5-0 with Student Board Member voting aye

c. Adjourn to Closed Session – 9:06 AM

Board Members met privately for Closed Session. Any action taken during Closed Session is reported out under "Closed Session Action Report" if applicable.

1. Conference with Real Property Negotiators (Government Code §54956.8)

Property:

El Granada Vacant Land: APN 037-320-080, APN 047-041-070, APN 047-047-070, APN 047-048-150, APN 047-049-170, APN 047-051-040, APN 047-052-100, APN 047-053-130, and APN 047-054-100
Foothill Site Vacant Land: APN 037-320-110
District Office: APN 056-181-010

District negotiator: Alan Katz, President, and Chris White, Vice President of Brookwood Advisors

Negotiating parties: Brookwood Advisors

Under negotiation: N/A

d. Reconvene to Open Session – 12:06 PM

1. Closed Session Report: Board President Mary Beth Alexander reported no action was taken in Closed Session.

5. ADJOURNMENT OF THE MEETING

The motion to adjourn the meeting was made by Member Sophia Layne and seconded by Member Kimberly Hines.

(M-62) Passed 5-0

The meeting was adjourned at 12:07 PM.

Minutes prepared by Rosibel Acosta, Administrative Assistant to the Superintendent

Minutes presented by Sean McPhetridge, Ed.D., Secretary to the Governing Board

Certified by:

_____ _____

Sophia Layne
Clerk to the Governing Board

Date

CABRILLO UNIFIED SCHOOL DISTRICT

498 Kelly Avenue, Half Moon Bay, California 94019 • 650 712-7100 • Fax 650 726-0279 • www.cabrillo.k12.ca.us

SUPERINTENDENT
Sean McPhetridge, Ed.D.

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Kimberly Hines
Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: June 9, 2022
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Assistant Superintendent, Curriculum and Instruction
Bianca Forrester, Director of Personnel and Pupil Services
John Nazar, Principal, Half Moon Bay High School
Andrew Boysen, Assistant Principal, Half Moon Bay High School
Deanna Tower, Assistant Principal, Half Moon Bay High School
CATEGORY: Recognition
ITEM TITLE: Student Recognition – Half Moon Bay High School Co-Salutatorians Natalie Inglis and Josie Miller and Valedictorian Hannah Paik

BACKGROUND INFORMATION

This year, Half Moon Bay High School recognizes the following Half Moon Bay High School Students for their outstanding academic achievements:

Half Moon Bay High School 2022 Co-Salutatorians – Natalie Inglis and Josie Miller

The class Salutatorian is recognized as the student earning the second-highest marks in a graduating class, only behind the Valedictorian. The person earning this esteemed title will give the first speech at graduation representing the entire senior class. The amount of effort, dedication, intelligence, and pure grit to earn the honor of Salutatorian is remarkable. This year, there was an absolute tie for this esteemed honor, so we will be recognizing two students as our Salutatorians!

Natalie has been a leader in the volleyball program for all her years at Half Moon Bay High School, playing on both the indoor and beach volleyball teams. She was a team captain on the beach volleyball team. Being completely bilingual, she is a volunteer as a Spanish tutor in the Coastside Student Connect program. She is an active member of the CSF and Big Sister/Little Sister clubs. She is planning on majoring in Biological Sciences. Natalie will be attending UCLA in the Fall!

Josie has been the President of the Interact Club and is involved in many school and outside-of-school activities. She was a cabin leader for Outdoor Education. She is a co-founder of the well-used Homework Buddies, helping younger students in their academic progress. Additionally, she was the Captain of our Varsity Girls Tennis team. Josie will be attending Tufts University in Boston in the Fall where she will be studying Biopsychology and Cognitive and Neuroscience.

Half Moon Bay High School 2022 Valedictorian – Hannah Paik

Hannah has earned an A in every class she has taken at Half Moon Bay High School, and she has taken almost every Advanced Placement and Advanced course we offer. She is fully fluent in Spanish, was a four-year member of our outstanding volleyball team, and is also a member of our beach volleyball club. She founded a program named Coastside Student Connect which connects high school students with Hatch Elementary School students to support their bilingual learning. She also attended Stanford University's neuroscience camp and attended Brown University's Pre-College Program. Hannah will be attending Northwestern University this coming fall.

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

Recognize Half Moon Bay High School Co-Salutatorians Natalie Inglis and Josie Miller and Valedictorian Hannah Paik.

CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
Sean McPhetridge, Ed.D.

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Kimberly Hines
Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: June 9, 2022
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Assistant Superintendent, Curriculum and Instruction
Jennifer Marsh, Interim Chief Business Officer
CATEGORY: Information/Public Hearing
ITEM TITLE: 2021-24 Local Control and Accountability Plan (LCAP), 2022 Supplement to the Annual Update for 2021-2022, 2022 LCAP Federal Addendum, and 2022-23 LCAP Budget Overview for Parents

BACKGROUND INFORMATION

The Local Control Accountability Plan (LCAP) is a component of the Local Control Funding Formula (LCFF), and all Local Education Agencies (LEAs) are required to prepare an LCAP. This plan is supposed to describe how districts intend to meet annual goals for all students with specific activities to address state and local priorities. There are 8 state priorities that the LCAP Goals must address – student achievement, student engagement, student outcomes, school climate, parental involvement, basic services, implementation of common core, and course access. In addition, they must focus on what actions/services or programs we believe will best support students in their learning.

The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. The components of the LCAP for the 2022-2024 LCAP year must be posted as one document assembled in the following order:

- LCFF Budget Overview for Parents
- Annual Update with instructions
- Plan Summary
- Stakeholder Engagement
- Goals and Actions
- Increased or Improved Services for Foster Youth, English Learners, and Low-income students
- Expenditure Tables
- Instructions

Today's presentation will provide you a draft of the following items:

- 2022-2023 LCAP Budget
- Annual Update for 2022-2023
- 2022-2023 Local Control Accountability Plan Public Hearings
- 2022-23 Local Control and Accountability Plan Update

For the 2023-2023 LCAP, the goals for CUSD will remain the same, however, some actions and services have been slightly modified.

LCAP GOALS 2021-2024

Maintenance of Progress Goals

Student & Parent Engagement (Academic & Social Emotional) Goal

- Priority 3: Parental Involvement and Family Engagement
- Priority 5: Pupil engagement

The metrics and actions in this goal will be implemented to ensure that the progress made within Parent Involvement and Family and Priority 3 Pupil Engagement Priority 5 will be maintained over the coming three years. These areas will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to evaluate a priority to a broad or focus goal.

Focus Goals

ELA/ELD, Mathematics, and Suspension Goal

- Priority 5: Pupil Engagement
- Priority 4: Pupil Achievement

Based on CUSD's identification for differentiated assistance, we will engage in the development of a local system and engage in a root cause analysis to ensure we improve academic performance of ELA/ELD and mathematics and decrease the suspension rate of all students, with a particular focus on Hispanic/Latinx, English Learners, and Socio-Economically Disadvantaged students.

Social-Emotional Goal

- Priority 6: School Climate
- Priority 8: Other Pupil Outcomes

Increase the implementation of a positive climate framework to increase student wellbeing, student academic achievement and decrease chronic absenteeism, discipline referrals, suspensions, and expulsions.

Broad Goals

At-Promise Student Goal

- Priority 4: Pupil Achievement
- Priority 5: Pupil Engagement

There shall be a particular focus on increasing academic achievement for our at-promise students, including English Learners, Special Education, Hispanic/Latinx students, and Socio-Economic Disadvantaged.

Student Achievement (Academic & Social Emotional) Goal

- Priority 1: Appropriate teacher assignment, sufficient instructional materials, and facilities in good repair
- Priority 2: Implementation of academic content and performance standards adopted by SBE

The metrics and actions in this goal will be implemented to ensure that the progress made within Priority 1 and the implementation of academic content and performance standards in Priority 2 will be maintained over the coming three years. These areas will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to evaluate a priority to a broad or focus goal.

As of this June 9th, 2022 LCAP Public Hearing and LCAP Information board item, the LCAP will remain in draft form, and revision and refinement will occur before the June 23th final plan is approved. In addition, our San Mateo County Office of Education partners will provide CUSD leadership with additional input between now and the summer months. Should there be significant changes, CUSD leadership will report to our CUSD governing board in a future board meeting.

FISCAL ANALYSIS

The calculated LCFF supplemental dollars for the LCAP is $2,399,344 dollars.

RECOMMENDATION

For public hearing and information and discussion only.

CABRILLO UNIFIED SCHOOL DISTRICT

Every Student, Every Day!

Local Control Accountability Plan

2021/22 → **2022/23** → 2023/24

Leticia Bhatia
Assistant Superintendent of Curriculum and Instruction

Governing Board Meeting

June 9, 2022

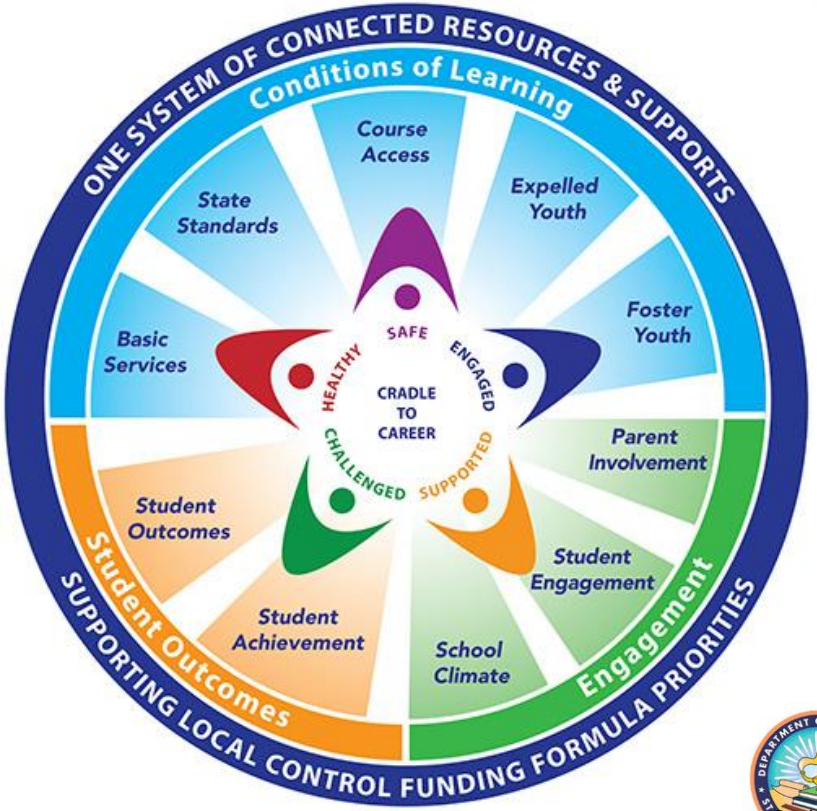
AGENDA

1. Local Control Accountability Plan General Overview
2. CUSD LCAP Goals: 2022-2024
    a. Highlights of Actions and Services
3. Financial Overview
4. Questions/Comments

LCAP Overview

Local Control Accountability Plan LCAP & A Cycle of Continuous Improvement

- LCFF Priority 1: Basic Services (Conditions of Learning)
- LCFF Priority 2: Implementation of State Standards (Conditions of Learning)
- LCFF Priority 3: Parent Involvement (Engagement)
- LCFF Priority 4: Student Achievement (Pupil Outcomes)
- LCFF Priority 5: Student Engagement (Engagement)
- LCFF Priority 6: School Climate (Engagement)
- LCFF Priority 7: Course Access (Conditions of Learning)
- LCFF Priority 8: Student Outcomes (Pupil Outcomes)
- LCFF Priority 9: Expelled Youth (Conditions of Learning)
- LCFF Priority 10: Foster Youth (Conditions of Learning)



5 Local Indicators

Datos colectados & entrados por el distrito
Data collected & submitted by District

1- Basic Conditions
2- Implementation of State Standards
3- Parent Engagement
4- School Climate
5- Access to a Broad Course of Study

6 State Indicators

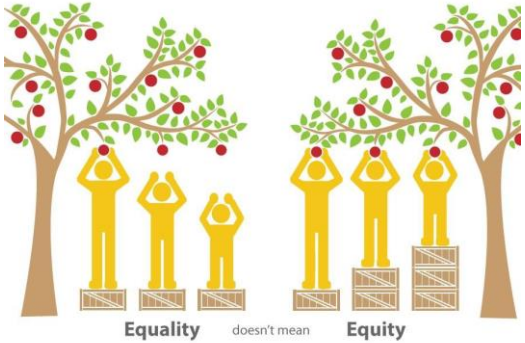
Datos colectados con CALPADS o CDE.
(Data collected through CALPADS or CDE)

1- Academics
2- English Learner Progress
3- Graduation Rate
4- Chronic Absenteeism
5- Suspencion
6- College and Career Indicator

LCAP THEMES

Student Achievement Academic & Social Emotional	Equity	Engagement







CUSD New Goals

2021/22 → **2022/23** → 2023/24

CDE: Three Types of Goals

FOCUS GOAL

A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

1, 2, or 3-year Goal

BROAD GOAL

A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

3-year Goal

MAINTENANCE OF PROGRESS GOAL

A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

3-year Goal

Broad Goals


BROAD GOAL
A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
3-year Goal

Student Achievement
(Academic & Social Emotional)
Broad Goal Goal (LCAP Priority 1,2, 7, & 8)

GOAL

The metrics and actions will be implemented to ensure that the progress made within **Priority 1** and the implementation of academic content and performance standards in **Priority 2** will be maintained over the coming three years. These areas will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to evaluate a priority to a broad or focus goal.

EXPLANATION

The metrics described in the plan were selected to ensure that the progress that we have made in these priority areas will be evaluated on a regular basis and that legal obligations are being met. The accompanying actions have been selected because they have proven to be effective in maintaining outcomes within these areas, and reflect input from students, teachers, staff, site administrators, and school site councils.

- LCFF Priority **1**: Appropriate teacher assignment, sufficient instructional materials, and facilities in good repair
- LCFF Priority **2**: Implementation of academic content and performance standards adopted by SBE
- LCFF Priority **7**: Course Access
- LCFF Priority **8**: Other Pupil Outcomes

Student Achievement
(Academic & Social Emotional) - Actions & Services

Highly Qualified Staff

New Teacher Induction Program

Increased Professional Development (All Students)

Increased Professional Development (At Promise Students)

NGSS Instruction - Elementary

NGSS Support

AVID Program

Career Technical Education Program

Credit Recovery

Early College Access (At-Promise Students)

Special Education Services

Student Achievement
(Academic & Social Emotional) - Metrics

	ALL Students	English Only	English Learners	Special Education	White	Hispanic Latino	Socio-Economically Disadvanteged
ELA	-11	11	9	33	49	12	-7
	-26	-6	-2	3	36	6	-2
	-12	5	-13	11	48	22	13
	-24	2	-37	-6	36	15	-4
	-26	-10	5	-4	40	9	-2
	-34	-24	0	12	13	20	12
	-38	-18	11	0	34	7	-24
MATH	-39	-12	-0.1	22	2	0	12
	-54	-32	-1	0	-18	-17	-27
	-52	-16	-9	13	-3	-15	-8
	26	45	36	25	51	43	-4
	6	13	20	0	24	30	36
	-25	-8	16	21	3	20	25
	-3	-5	20	-1	36	-34	20

AVID - 100% of our AVID students apply to 2 or 4 year colleges (Increase of 65%)

Most all other LCAP Goal 1 metrics were met with our desired outcome.

At-Promise Students

Broad Goal (Priorities 4 & 5)

GOAL

There shall be a particular focus on increasing academic achievement for our at-promise students, including English Learners, Special Education, Hispanic/Latinx students, and Socio-Economic Disadvantaged.

EXPLANATION

Analysis of of state and local assessments, engagement tracking, survey data of students, parents, teachers, and staff to increase the performance of our at-promise groups of students. We will use data collected as part of student academic monitoring.

- Priority **4**: Pupil Achievement
- Priority **5**: Pupil Engagement

At-Promise Students - Actions and Services
Broad Goal (Priorities 4 & 5)

District-wide Literacy Supports

English Language Development District-wide Aligned Curriculum

MTSS Implementation: District-wide Formative and Summative Assessments

PreK-12th Expanded Supports and Programs

Grades TK-3 Reduced Ratio of 24-to-1

Spanish Courses

Dual Immersion Preschool

Big Lift (Early Literacy Initiative) Collaborative

English Language Development Interventions & Curriculum

Technology Enhanced Curriculum

Dyslexia Intervention and Common Core Aligned Materials

English Language Development Secondary Sections

English Language Development Specialists

At-Promise Students Metrics

Broad Goal (Priorities 4 & 5)

Description	Grade Level	BASELINE	21-22
Percent of students taking the SAT Source: CDE DataQuest 2020-2021	CUSD	31%	39%
Percent Completion of Students Meeting Graduation Requirement Source: CDE DataQuest 2021-2022	CUSD	89%	90.10%
	White	92.80%	93.60%
	Hispanic or Latino	86%	86.10%
Graduates meetings UC/CSU Requirements Source: CDE DataQuest 2021-2022	CUSD	36%	NA
	White	49%	NA
	Hispanic or Latino	24%	NA
Percent of students who have passed an AP exam with score of 4 or higher Source: College Board 2021-2022	Seniors	59%	24%
Percentage of AVID students who apply to post-secondary education Source: CUSD Local Reports 2021-2022	AVID Students	35%	100%
Percent of Students achieving Level 4 on the English Language Proficiency for California (ELPAC) Summative Source: CAASPP 2021-2022	ALL	16.40%	13.51%
Districtwide Student Attendance Source: CUSD Data 2021-2022	CUSD	95%	91.62%

Maintenance of Progress Goals

MAINTENANCE OF PROGRESS GOAL

A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

3-year Goal

Student & Parent Engagement (Academic & Social-Emotional)

Maintenance of Progress Goal (Priority 3 & 5)

GOAL

The metrics and actions in this goal will be implemented to ensure that the progress made within Parent and Family Involvement and Family Engagement-Priority 3 and Pupil Engagement Priority 5 will be maintained and improved over the coming three years. These areas will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to evaluate a priority to a broad or focus goal.

EXPLANATION

Parent Involvement and Family Engagement are a priority in our district. The metrics described in this goal were selected to ensure that the progress made in these priority areas will be evaluated on a regular basis and that legal obligations are being met. The accompanying actions have been selected because they have proven to be effective in maintaining outcomes within these areas, and reflect input from students, teachers, staff, site administrators, DELACs, and school site councils.

- LCFF Priority **3**: Parental Involvement and Family Engagement
- LCFF Priority **5**: Pupil engagement

Student & Parent Engagement (Academic & Social-Emotional) - Actions

Maintenance of Progress Goal (Priority 3 & 5)

Summer School Interventions

Interventions and Tutoring

Community & Parent Engagement Committees

Family & Student Case Management

Student & Parent Engagement (Academic & Social-Emotional) - Metrics Maintenance of Progress Goal (Priority 3 & 5)

Description	Target	BASELINE	21-22
Panorama Survey Results Source: 2020-2021 Panorama Survey	Parent Participation	May/June 2021	Decrease by 20% in 20-22 we had 500 families
Student Engagement through Summer School Interventions Source: Summer School Attendance Data 2020-2021	Summer School Programs	Final enrollment for SS 2021 estimated at 425 students	670 (not final)
Student after-school/before school Interventions and Tutoring Source: Intervention Attendance Data 2020-2021	Small group or or 1 to 1 after-school/before school interventions to selected at-promise students	200 students	25 students
Community & Parent Engagement Committees Source: Parent Participation will be tracked during the 2021-2022 school year and will be used as a benchmark	Community Meetings	*Latino/x Roundtable *LGBTQ Roundtable *PTO Alliance *Secondary Health and Wellness Committees *SEL Parent Meetings	Maintained attendance
Family & Student Case Management Source: 2020-2021 Migrant Education Case Management Meeting Logs	1 to 1 Student Case Management	1 to 1 Student Case Management	Implemented Phase I of our 1 to 1 Student Case Management System with our English Learner Students. Due to post COVID substitute vacancies and a high absence rate, many of our English Language Development teachers were asked to substitute. Next year, our goal would be to increase in FTE of English Language Development Teachers and look forward to less substitute vacancies. Should there be an increased service our ELD teachers will be able to begin Phase II of our 1 to 1 student case management system.

Focus Goals

FOCUS GOAL

A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

1, 2, or 3-year Goal

Social-Emotional Goal

Maintenance of Progress OR BROAD Goal (Priority 5 and 6)

GOAL

Increase the implementation of a positive climate framework to increase student wellbeing, student academic achievement and decrease chronic absenteeism, discipline referrals, and suspensions/expulsions.

DESCRIPTION

Analysis of different domains of referral data, survey data of students, parents, and teachers to measure social emotional well-being and mental health. We will use engagement tracking, behavioral data, survey data of students, parents, teachers, and staff and data collected as part of wellness checks as metrics to monitor the social emotional well-being and mental health of students and staff are supported and to ensure the number of students and staff in need of Tier 2 and Tier 3 supports are decreasing.

- LCFF Priority **6**: School Climate
- LCFF Priority **8**: Other Pupil Outcomes

Social-Emotional Goal -Actions and Services

Maintenance of Progress OR BROAD Goal (Priority 5 and 6)

Counseling Supports

Family Engagement Supports

Translation Services

Improved School Facilities

Secondary Counseling Services

Multi Tiered Systems of Supports

Social-Emotional Goal - Metrics

Maintenance of Progress OR BROAD Goal (Priority 5 and 6)

Description	Target	BASELINE	21-22
Counseling Supports for Families Source: CUSD local data 2020-2021	Family Engagement SEL Nights	6	8
Site Parent Engagement Events Source: CUSD local data 2020-2021	Engament Events	2	2
Site Community Liaison Training Source: CUSD local data 2020-2021	Site Community Liaisons	4	6
Translation Services Source: CUSD local data 2020-2021	All Sites	0	1
Improve Facilities Source: FIT Report 2021-2022	All Sites	2 sites with a rating of overall Good or Above	2 sites with a rating of overall Good or Above

ELA/ELD, Mathematics, and Suspension

Focus Goal (Priorities 4 & 5)

GOAL

Based on CUSD's identification for differentiated assistance, we will engage in the development of a local system and engage in a root cause analysis to ensure we improve academic performance of ELA/ELD and mathematics and decrease the suspension rate of all students, with a particular focus on Hispanic/Latinx, English Learners, and Socio-Economically Disadvantaged students.

DESCRIPTION

Analysis of of state and local assessments, engagement tracking, survey data of students, parents, teachers, and staff to increase the performance of our at-promise groups of students. We will use data collected as part of student academic monitoring.

- LCFF Priority **5**: Pupil Engagement
- LCFF Priority **4**: Pupil Achievement

ELA/ELD, Mathematics, and Suspension - Actions and Services

Focus Goal (Priorities 4 & 5)

Continued implementation of our Multi Tiered Systems of Support (MTSS) to support our at promise groups of students

Elementary Reading Intervention Teachers

Increased during school and after school enrichment services

ELA/ELD, Mathematics, and Suspension - Metrics

Focus Goal (Priorities 4 & 5)

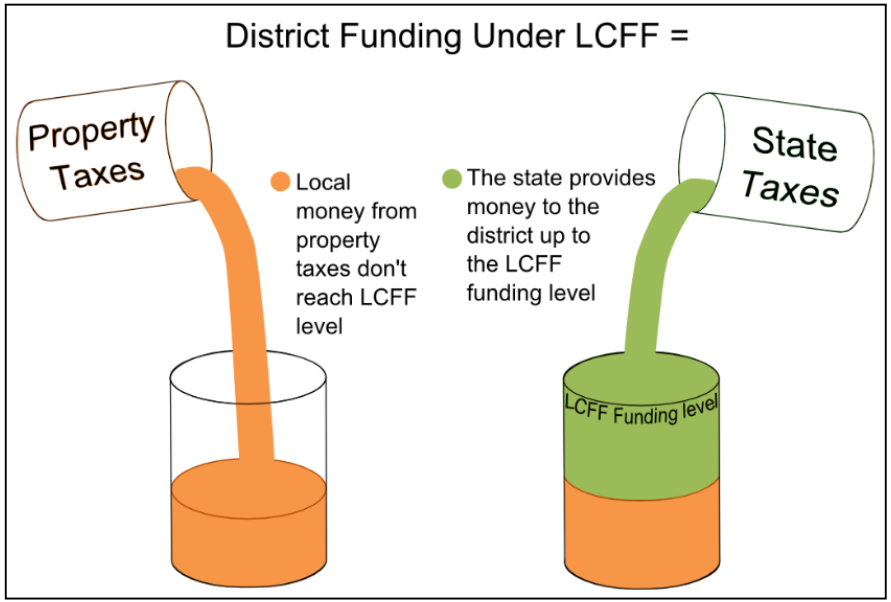
	ALL Students	English Only	English Learners	Special Education	White	Hispanic Latino	Socio-Economically Disadvanteged
ELA	-11	11	9	33	49	12	-7
	-26	-6	-2	3	36	6	-2
	-12	5	-13	11	48	22	13
	-24	2	-37	-6	36	15	-4
	-26	-10	5	-4	40	9	-2
	-34	-24	0	12	13	20	12
	-38	-18	11	0	34	7	-24

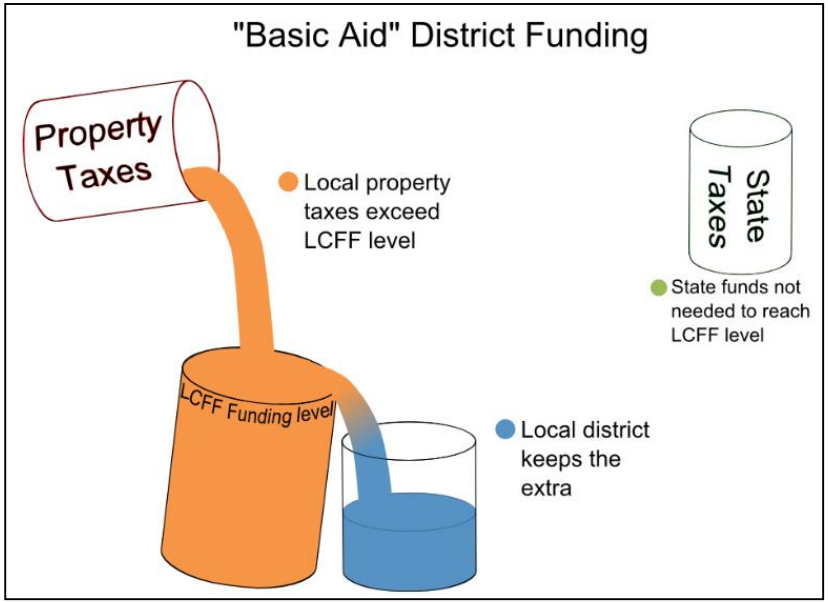
English Language Proficiency Assessment for California (ELPAC) Summative Results Source: 2018-19 CAASPP	ELL students	16.4% scored Level 4 on ELPAC	13.98% scored Level 4 on ELPAC	26.4% to score Level 4 on ELPAC
VAPA and STEAM Services Source: 2020-2021 CUSD Local Data	CUSD	1 VAPA & STEM after school Enrichment Supports @ MS		3 VAPA & STEM after school Enrichment Supports @ MS

LCAP FISCAL OVERVIEW

2021/22 → **2022/23** → 2023/24

CUSD Funding: LCFF vs. Basic Aid





LCFF Supplemental Funding Allotment

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-2021	2021-2022	2022-2023
Total ADA*	3218	3192	3153	3095	3027	2933	2803	Enrollment (TBD) vs. ADA
LCFF Supplemental	**$2,272,757**	**$2,270,002**	**$2,300,239**	**$2,283,196**	**$2,308,985**	**$2,152,731**	**$2,339,221**	**$2,399,344**

APPENDIX

LCFF Priorities

https://www.cde.ca.gov/fg/aa/lc/statepriorityresources.asp

LCAP Metric Overview

https://docs.google.com/spreadsheets/d/1CxwTq0l0EapVs6zHO1BJc6SRhW-OTrte/edit?rtpof=true

Questions?

Thank you!

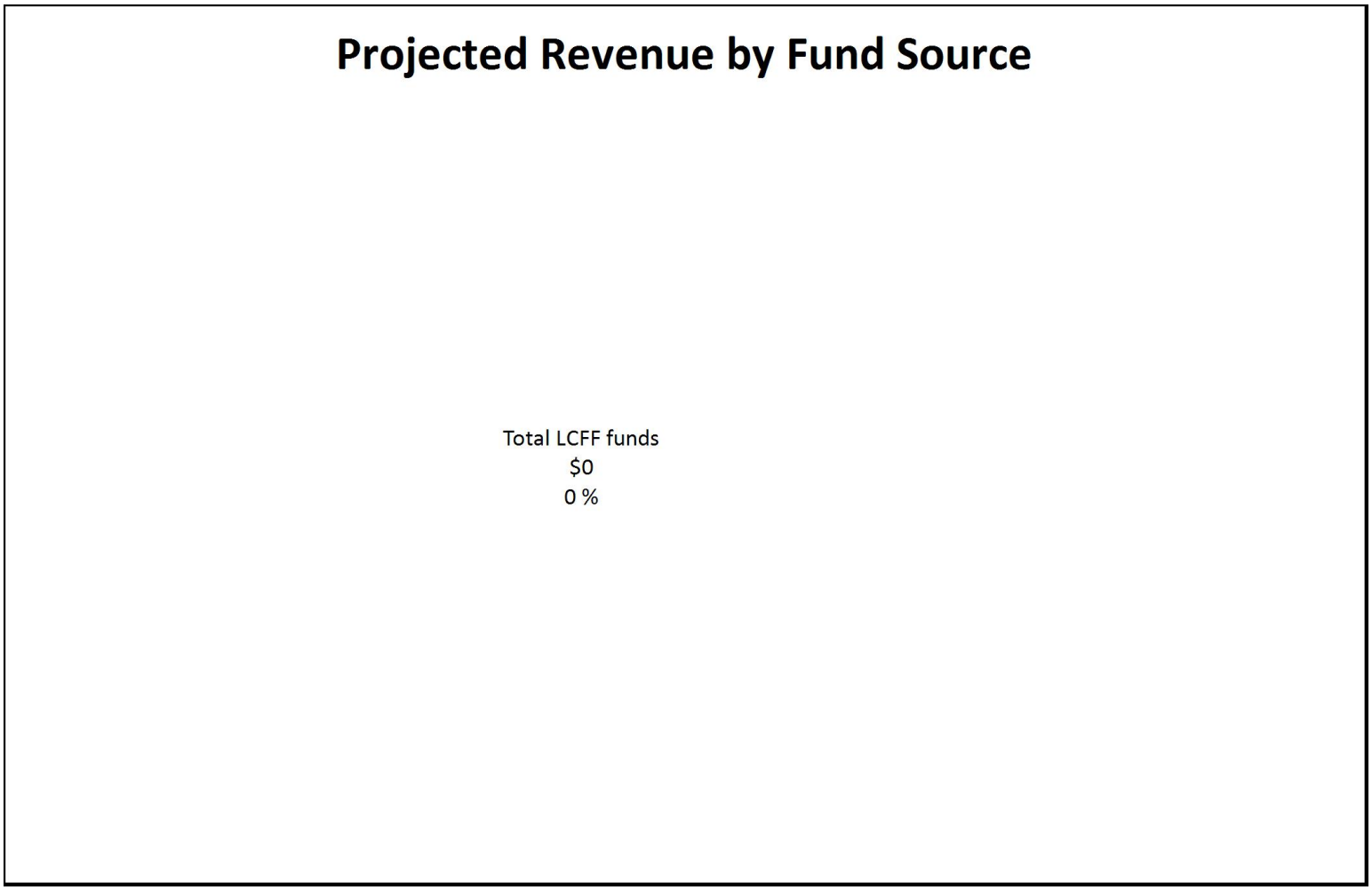
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Cabrillo Unified School District
CDS Code: 41-68890-0000000
School Year: 2022-23
LEA contact information:
Sean McPhetridge
Superintendent

(650) 712-7100

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022-23 School Year

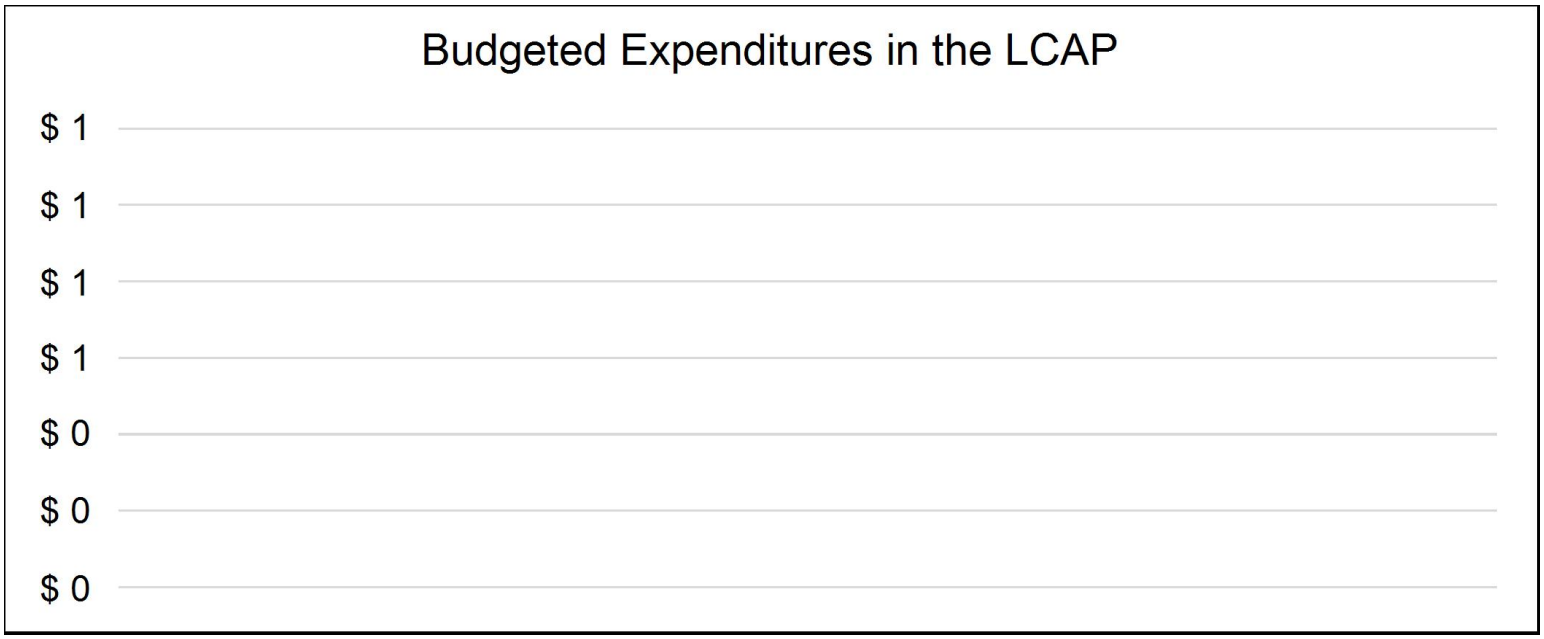


This chart shows the total general purpose revenue Cabrillo Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Cabrillo Unified School District is $, of which $ is Local Control Funding Formula (LCFF), $ is other state funds, $ is local funds, and $ is federal funds. Of the $ in LCFF Funds, $ is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Cabrillo Unified School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

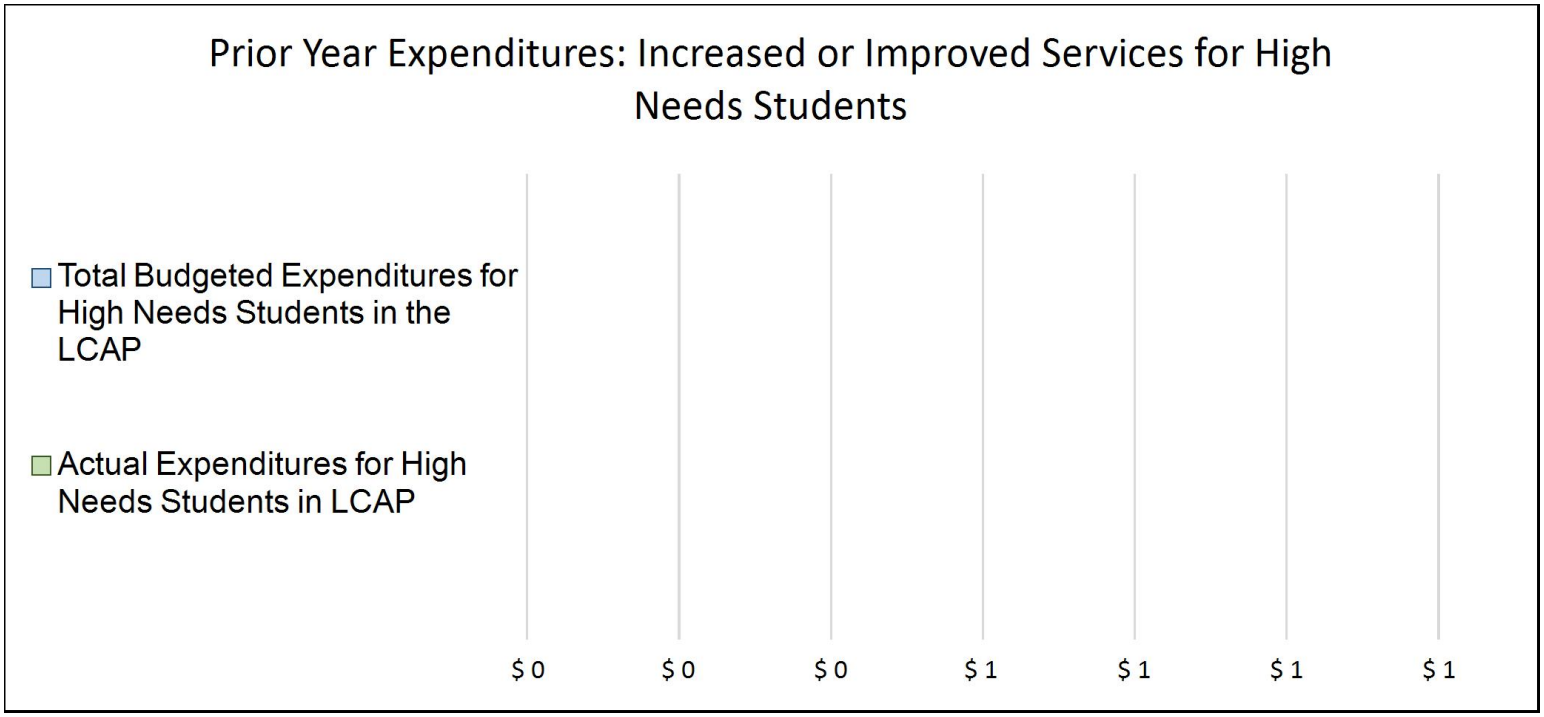
The text description of the above chart is as follows: Cabrillo Unified School District plans to spend $ for the 2022-23 school year. Of that amount, $ is tied to actions/services in the LCAP and $ is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Cabrillo Unified School District is projecting it will receive $ based on the enrollment of foster youth, English learner, and low-income students. Cabrillo Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Cabrillo Unified School District plans to spend $ towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Cabrillo Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Cabrillo Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Cabrillo Unified School District's LCAP budgeted $ for planned actions to increase or improve services for high needs students. Cabrillo Unified School District actually spent $ for actions to increase or improve services for high needs students in 2021-22.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Cabrillo Unified School District	Sean McPhetridge Superintendent	mcphetridges@cabrillo.k12.ca.us 1(650) 712-7100

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

At Cabrillo Unified School District (CUSD), we have set up amazing educational partner committees to support the input of various initiatives. These groups are comprised of site parent leaders, parent leaders of children learning English, classified union leaders and staff, certificated union leaders and staff, and site/district administrators. We have set up the following meetings to obtain input from this group and other pertinent stakeholder groups including, Homeless/Foster Youth/Migrant/Incarcerated youth/Underserved Students/Civil Rights Groups/ Tribes/ Advocates:

In addition, we have obtain input from our leadership teams and the public at large at the following meetings below:

Wednesday, July 21, 2021
Executive Leadership Meeting
12:00-2:00 pm

August 3, 2021
Leadership Meeting
10:30-12:30 pm

August 12, 2021
CUSD Governing Board Meeting | ESSR Public Hearing
6:00 pm

August 12, 2021
OSSC Meeting
3:30-4:30 pm

September 15, 2021
OSSC Meeting
3:30-4:30 pm

October 20, 2021
OSSC Meeting
3:30-4:30 pm

December 15, 2021
OSSC Meeting
3:30-4:30 pm

The Cabrillo Unified School District engaged in meaningful consultation with families under the categories of Homeless/Foster Youth/Migrant/Incarcerated youth/Underserved Students/Civil Rights Groups/ Tribes/ Advocates) on August 12 2021. This included a public hearing on August 12, 2022 and meetings through our Opening of Schools Steering (OSSC) Committee meeting. Our OSSC and leadership teams returned to their sites to obtain the desired input from all site based committee.

After multiple attempts to engage, the Cabrillo Unified School District evaluated its stakeholder engagement opportunities and determined that limited groups including Civil Rights Groups (ALAS), Migrant Families, English Learner Families, and Homeless families were present and Tribes/Advocates were not present in the LEA stakeholder meetings held.

We will continue to engage our educational partners on the progress of our 2021-2022 Local and Accountability Plan (LCAP) along with the use of the Budget Act of 2021 funds that were not included in our 2021-2022 LCAP at the following meetings (tentatively scheduled):

Wednesday | February 9, 2022
District English Learner Advisory Committee | DELAC
(Spanish)
6:30 - 8:00 pm

Wednesday | February 16, 2022
Organization Supporting Schools of Cabrillo | OSSC
(English & Spanish)
3:30 - 4:30 pm

Thursday | February 17, 2022
Cabrillo Unified Teachers' Association | CUTA
Certificated Teachers Union
(English)

Wednesday | March 2, 2022
Parent Teacher Organization | PTO
(English)

Wednesday | March 2, 2022
CUSD Educational Partner Meeting
(English & Spanish)

Wednesday | March 8, 2022
California School Employees Association | CSEA
Classified Union
(English)

The educational partner engagement will consist of a remote meeting and a virtual presentation of the status of our current LCAP goals along with the goals of funding resources that were not included in the LCAP such as funding through the Budget Act of 2021 not limited to ESSER I, II, III Funds, Educator Effectiveness Grant, In-Person Instruction, Expanded Learning Opportunities Fund, and other state and local funds .

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Not applicable for Cabrillo Unified School District because we do not receive concentration funds.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

ESSER III EXPENDITURE PLAN ENGAGEMENT SUMMARY

For our ESSER III Expenditure Plan, we set up an amazing group of stakeholders to support the input of various initiatives. This group is comprised of site parent leaders, parent leaders of children learning English, classified union leaders and staff, certificated union leaders and staff, and site/district administrators. We set up the following meetings to obtain input from this group and other pertinent stakeholder groups:

Tuesday, February 9, 2021
DELAC
6:00-7:30 pm

Thursday, May 27, 2021
OSSC Stakeholder Meeting
3:30-5:00 pm

Wednesday, July 14, 2021
OSSC Stakeholder Meeting
12:00-1:30 pm

In addition, we obtained input from our leadership teams and the public at large at the following meetings, including a public hearing:

Wednesday, July 21, 2021
Executive Leadership Meeting
12:00-2:00 pm

August 3, 2021
Leadership Meeting

10:30-12:30 pm

August 12, 2021
CUSD Governing Board Meeting | ESSR Public Hearing
6:00 pm

The Cabrillo Unified School District engaged in meaningful consultation with families under the categories of Homeless/Foster Youth/Migrant/Incarcerated youth/Underserved Students/Civil Rights Groups/ Tribes/ Advocates) on Feb 9, May 27, July 14, 2021 and August 12 2021. This included a public hearing on August 12, 2022 and meetings through our Opening of Schools Steering (OSSC) Committee meeting. Our OSSC and leadership teams returned to their sites to obtain the desired input from all site based committee.
After multiple attempts to engage, the Cabrillo Unified School District evaluated its stakeholder engagement opportunities and determined that limited groups including Civil Rights Groups (ALAS), Migrant Families, English Learner Families, and Homeless families were present and Tribes/Advocates were not present in the LEA stakeholder meetings held.

EDUCATOR EFFECTIVENESS BLOCK GRANT ENGAGEMENT SUMMARY
For our Educator Effectiveness Gran Plan, we obtained input from our Classified, Certificated, and Administrative educational partners through virtual meetings and an online survey. We also held a public hearing during our November 18th governing board meeting to obtain input for our stakeholders at large. Our governing board meeting approved our Educator Effectiveness Block Grant on December 14, 2021.

CARES ACT
To ensure our students and staff remained in person in a COVID19 safer environment, we utilized our CARES funding to continue the purchase of Personnel Protective Equipment (PPE), including and not limited to medical grade masks, antibacterial sanitizers, air purifiers, gloves, mocks, and antibacterial wipes. In addition, due to our sever shortage of staff and substitute teaches due to COVID19 related illnesses, CARES funding was also utilized for additional staffing and hiring of long-term substitutes. COVID19 student absences has also called for the need of additional online asynchronous and synchronous academic programs to ensure our students continue to support their CORE learning both at-home and in the classroom.

ESSER III
Due to COVID19 and after our students returned from hybrid learning, many of our students have experienced different levels of academic and social learning loss. Our ESSER III funds have been used to support the following services:
*Intervention Services & Summer School & Expanded Learning Program
*Social Emotional Learning Supports
*Expanded Learning Program
*COVID 19 Classroom Readiness - HVAC Ventilation Systems

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Cabrillo Unified School District (CUSD) has implemented the American Rescue Plan Act and federal Elementary and Secondary Emergency Relief plan directly linking the goals of these plans to the goals of our Local Control Accountability Plan (LCAP), Strategies for Continuous and Safe In-Person Learning.

INTERVENTION SERVICES
After-school intervention services and training/professional Development
Interventions programs & summer intervention programs for target students to support elementary, middle, credit recovery, and A-G course requirements.

MTSS| SOCIAL EMOTIONAL LEARNING and PBIS
Further develop areas of support for the Social-Emotional Development of our students
*Classroom workshops for students (mindfulness, relational aggression, empowerment groups etc)
*Teacher/staff climate consultation
*Teacher wellness groups
*Teacher wellness PD for administrators
*COST Meetings
*SST framework and handbook (CCEIS)
*SST coaching and PD (CCEIS)
*Wellness Fairs
*Family engagement seminars
*PBIS PD - Framework implementation T1, T2 and T3
*PSW framework implemented (T3) (CCEIS)

ADDRESSING THE LOSS OF INSTRUCTIONAL TIME
Interventions programs & summer intervention programs for target students to support elementary, middle, credit recovery, and A-G course requirements.

USE OF REMAINING FUNDS
Upgrade to HVAC ventilation systems

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Cabrillo Unified School District's state, local and federal funds for the 2021-22 school year totaled $42,673,449 million at first interim. This total included $3,036,315 million dollars in federal revenue including the federal American Rescue Plan Act of 2021 and the federal Elementary and Secondary School Emergency Relief (ESSER) expenditures. Expenditures reflect specific actions related to the district goals of 1) student academic growth and proficiency, 2) student and family engagement, and 3) safe and exceptional learning environments.

The Educator Effectiveness Block Grant Plan (adopted 12/14/2021) and the ESSER III Expenditure Plan (adopted 10/14/2021) and the Safe Return to In-Person Instruction and Continuity of Services Plan have aligned and enhanced the goals and actions as well as supported and supplemented the offerings in the LCAP in the following ways:

ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF (ESSER III)

Cabrillo Unified School District (CUSD) has implemented the American Rescue Plan Act and federal Elementary and Secondary Emergency Relief plan directly linking the goals of these plans to the goals of our Local Control Accountability Plan (LCAP), Strategies for Continuous and Safe In-Person Learning.

INTERVENTION SERVICES
*After-school intervention services and training/professional Development
*Interventions programs & summer intervention programs for target students to support elementary, middle, credit recovery, and A-G course requirements.

Our Interventions services as described in our ESSER III plan is directly aligned to our LCAP Goal 5, "Focus on Improving ELA/ELD & Math", including increase intervention services and after school enrichment opportunities for our at-promise students.

MTSS| SOCIAL EMOTIONAL LEARNING and PBIS
Further develop areas of support for the Social-Emotional Development of our students
*Classroom workshops for students (mindfulness, relational aggression, empowerment groups etc)
*Teacher/staff climate consultation
*Teacher wellness groups
*Teacher wellness PD for administrators
*COST Meetings
*SST framework and handbook (CCEIS)
*SST coaching and PD (CCEIS)
*Wellness Fairs
*Family engagement seminars

*PBIS PD - Framework implementation T1, T2 and T3
*PSW framework implemented (T3) (CCEIS)

Our MTSS Goals are directly aligned to LCAP Goal 4, "Social Emotional Supports", particularly our actions around increased counseling services.

ADDRESSING THE LOSS OF INSTRUCTIONAL TIME
Interventions programs & summer intervention programs for target students to support elementary, middle, credit recovery, and A-G course requirements. This ESSER Goal continues to directly align to our LCAP Goal 5, "Focus on Improving ELA/ELD & Math", including increase intervention services and after school enrichment opportunities for our at-promise students.

USE OF REMAINING FUNDS
Upgrade to HVAC ventilation systems. In order to support the safety and well-being of our students and staff, this ESSER goal is aligned to our LCAP Goal 4 Social-Emotional supports that encourage a safe environment.

EDUCATOR EFFECTIVENESS BLOCK GRANT
*Content Area Professional Development - Providing our teachers with content area professional development strengthens the academic program for students.
*Coaching and mentoring staff through 1 to 1 mentors - This service will provide a supports for our staff new to the field of education.
*ELA/ELD supports including ELD specialists, ELD professional development, and a district wide adoption of an ELA/ELD curriculum. This action is in direct alignment to our LCAP Goal 2 (Support for our At-Promise Students) which is a
Strategies to Support Social Emotional Learning - This is in alignment with and supports our Safe Return to In-Person Instruction and Continuity of Services by addressing the students' social, emotional, and mental health needs. It also aligns and supports LCAP Goal 3 (Learning Environments).

Our professional development plan is in direct alignment to LCAP Goal 1 (Maximize Student Outcomes) with a direct alignment to actions 3 and 4, increased professional development to serve all students and at promise students.

Specific plan details can be found on our website utilizing the link below:

LOCAL CONTROL ACCOUNTABILITY PLAN
https://www.cabrillo.k12.ca.us/about_us/lcap_budget_plan

EDUCATOR EFFECTIVENESS BLOCK GRANT
https://www.cabrillo.k12.ca.us/our_departments/curriculum_instruction/grants

ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF FUNDING (ESSER III)
https://www.cabrillo.k12.ca.us/our_departments/curriculum_instruction/grants

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Cabrillo Unified School District	Sean McPhetridge Superintendent	mcphetridges@cabrillo.k12.ca.us (650) 712-7100

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Cabrillo Unified School District (CUSD) is located just south of San Francisco on the coast of San Mateo County and encompasses an area of approximately 135 square miles. During the 2021-2022 school year, our student population is a total of 2,803 Students (Source: CDE DataQuest).

Below are the demographics of our student subgroups: (Source: CDE DataQuest)

English Learners: 567 (20.2%)

At CUSD there are 6 ethnic subgroups. Below are subgroups categories that have at least 10 students or more:

Hispanic/Latino: 1,533 (53.1%)
White: 1,177 (39.5%)
Two or More Races: 147 (5%)
Asian: 37 (1.3%)
Filipino: 27 (0.7%)
Other: 13 (0.2%)

CUSD serves students in preschool through adult school. We operate two preschool programs, four elementary schools, one intermediate school, one comprehensive high school, one alternative high school/ continuation school, and one adult education program.

At CUSD, we have adopted an Equity Policy which is at the core of our Local Control Accountability Plan (LCAP) and all district and site based school improvement plans. The actions and services offered at CUSD are research based practices that have have been proven to close the achievement gap. Multi-tiered System of Support (MTSS) is the framework that we we continue to implement to ensure all students have the opportunity to be successful. Some of our initiatives include the following:

* Professional Development for Certificated and Classified Staff
* English Language Development (ELD) Support
* Interventions (Academic and Social)
* Advancement Via Individual Determination (AVID)
* Advanced Placement, Early College, and Career Technical Education (CTE) Pathways
* Dual-Enrollment
* Positive Behavior Interventions and Supports (PBIS)
* Wellness Services
* Community Liaisons and Parent Outreach
* Individualized Education Programs

To meet our LCPA goals in supporting student success, we continue to grow and strengthen partnerships with local organizations including the Big Lift Learning Initiative, Boys and Girls Club, Chamber of Commerce, Half Moon Bay Rotary, HEAL Project, Ayudando Latinos A Sonar (ALAS), the San Mateo Sheriff's Activities League, the Cabrillo Education Foundation, District English Learner Advisory Committee, and school-based Parent Teacher Organizations within our District.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators on the 2019 Dashboard and posted only a few indicators on the 2020 Dashboard. Due to this unforeseen circumstance, Cabrillo Unified School District (CUSD) transitioned from full-

time in-person instruction to 100% remote learning beginning March 2019 through April 2021. Along with the suspension of the 2020 Dashboard, the California Department of Education (CDE) waived the 2019 California Assessment of Student Performance and Progress (CAASPP) requirement and all state of California public schools were not able to complete the Spring 2019 CAASPP battery of assessments which focused mainly on English Language Arts, English Language Development, Mathematics, Science, and Spanish. Following the direction of CDE, CUSD did not assess our students during the 2019-2020 school year. During the 2020-2021 academic school year, CUSD continued with remote learning beginning August 2020 through April/May 2021 where schools were phased back into in-person learning. During Spring of 2021, CDE allowed Local Education Agencies (LEAs) to choose between administering the CAASPP battery of assessments or choose a local district assessment that can be administered to students in lieu of the CAASPP. CUSD transitioned back to in-person during the 4th quarter of the school year and our leadership and staff wanted to focus on welcoming our students for the last 4-6 weeks of schools to a warm and caring environment without the stress of administering a 2 week state assessment that would take, in some cases, 2 out the 4-6 weeks of the remaining in-person instruction. In order to ensure a smooth transition back to in-person learning that would provide our students with increased Social-Emotional supports, CUSD leaders and staff recommended we use a district local assessment to measure English Language Arts and Mathematics proficiency which would only take 1-2 hours for administration of the assessment. For English-Language Arts, students demonstrated proficiency using the Lexia-Rapid Assessment which is an online exam that is norm-referenced. For Mathematics, students 3rd-5th demonstrated proficiency using a local benchmark aligned to our Bridges math adoption and students 6th-8th and 11th grade.

Due to this unprecedented situation that was caused by the COVID-19 pandemic, CUSD will be using the 2019 baseline data to determine growth along with our local benchmark assessments. Once we return to full-time in-person instruction and CAASPP scores are available, CUSD will begin to compare growth using the CA Dashboard. For the 2021-2022 school year, we have continued to use our district local assessments to measure growth and support us in the development of our actions and services that will best support our students and their family. Due to this pandemic, the majority of the data that will be used is quantitative and has been obtained either through conversations, observations, or surveys. This data will be used locally to determine additional services for students who have demonstrated a gap in either academic or social-emotional needs.

As Cabrillo Unified School District (CUSD) reflects on our 2020-2021 LCAP, we have seen many successes/progress using mainly our local qualitative and quantitative data.

Looking at the CA Dashboard 2019 data, which we will use as our baseline data, we had great successes in various indicators. Next academic school year, 2022-2023, we will be able to measure growth by comparing CA Dashboard 2019 data to CA Dashboard 2021-2022 data.

For "All Students", we demonstrated the following gains/successes:
College and Career: Green
Chronic Absenteeism: Yellow

For "English Learners":

Chronic Absenteeism: Yellow

For "Socioeconomically Disadvantaged":
Chronic Absenteeism: Yellow

For "Asian":
Suspension Rate: Yellow

For "Hispanic":
College and Career: Yellow
Chronic Absenteeism: Green

For "White":
College and Career: Green
English Language Arts: Green
Mathematics: Green

For " Two or More Races"
Chronic Absenteeism: Green
English Language Arts: Green
Mathematics: Green

Utilizing our local district benchmark data and comparing 2020 to 2021 data as well other local indicators, CUSD also demonstrated various successes. However, it is important to take into account that our students had returned to school after more than a year and, for many, there were multiple social-emotional factors that may have played into account, including COVID-19 absences, which highly likely contributed to less positive outcomes.

In mathematics, we had an increase in student performance in the following grades:

7th Grade 64% (26% increase from previous school year)
8th Grade 49% (6% increase from previous school year)

Despite our COVID-19 Pandemic, CUSD's percent completion of students meeting graduation requirement slightly increased.

CUSD District-wide 90.10% (1.1% increase compared to 2020-2021)
White 93.60% (1.2% increase compared to 2020-2021)
Hispanic or Latino. 86.10% (.10% increase compared to 2020-2021)

Next academic school year, 2022-2023, we will be able to measure growth using the CA Dashboard 2019-2020 vs. 2021-2022 data. This academic school year, CUSD staff successfully administered the CAASPP battery of assessments.

This progress is due to the successful implementation of various actions and services as defined in our 2021-2022 Local Control Accountability Plan (LCAP).

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

As mentioned, we will continue to reflect on the data as presented by the California School Dashboard and will utilize this data as a benchmark until CA Dashboard can upload our CAASPP battery of assessment.

The California School Dashboard has identified one indicator (College and Career) with two subgroups that fall under 2 more performance levels under the "ALL Students" category:

The subgroups are as follows:

1) College and Career | English Learners (Red)
2) College and Career | Socioeconomically Disadvantaged (Orange)

In the area of College and Career, we will support our two subgroups performing 2 or more performance levels under the "ALL Students" through additional in-school and after-school/summer school interventions. In addition, we will invest in professional development and services that will support both academics and social-emotional supports to increase college and career opportunities. This will include expanded CTE pathways, dual-enrollment opportunities, interventions, and counseling.

The CA Dashboard will provide a performance level for each of the LCFF indicators. Red is the lowest, followed by orange, yellow being the middle, followed by green, and blue being the highest performance level.

After close analysis of the CA Dashboard data for Cabrillo Unified School District, we had the following performance levels:

ENGLISH LEARNERS
"red" indicators | Suspension Rate, College and Career, English Language Arts, and Mathematics
"orange" indicator | Graduation

HOMELESS
"red" indicator | Mathematics

"orange" indicator | Chronic Absenteeism, Suspension Rate, English Language Arts

SOCIOECONOMICALLY DISADVANTAGED
"red" indicators | Suspension Rate and Mathematics
"orange" indicator | Graduation, College and Career, English Language Arts,

STUDENTS WITH DISABILITIES
"red" indicator | Mathematics
"orange" indicator | Chronic Absenteeism, Suspension Rate, English Language Arts

FILIPINO
"orange" indicator | Suspension Rate

HISPANIC
"red" indicator | Suspension Rate
"orange" indicator | Graduation Rate, English Language Arts, and Mathematics

WHITE
"orange" indicator | Chronic Absenteeism, Suspension Rate, and Graduation Rate

TWO OR MORE RACES
"orange" indicator | Suspension Rate

In the area of Student Achievement for both English Language Arts (ELA) and Mathematics, All Students scored in the “Orange” performance category while the Students with Disabilities subgroup scored in the “Red” performance category for both of these areas. We are addressing these performance gaps through improving our monitoring metrics as well as implementing targeted actions.

The improved metrics for the Students with Disabilities subgroup include:

* the percentage proficient in the CAASPP assessment in ELA and Math
* the percentage of participation in the CAASPP assessment in ELA and Math
* the percentage of students assessed for Dyslexia
* the percentage of students place in Non-Public School settings for Special Education services
* the graduation rate

The improved actions for the Students with Disabilities subgroup include:
* targeted curriculum for dyslexia and Students with Disabilities

* improving collaboration, professional development, and coordination of services between General Education teachers and Education Specialists
* increasing inclusive program options
* continued work with the Coastside Advisory Committee for improved supports to our Families and Students with Disabilities
* continue the implementation of a Multi-Tiered System of Support.

In the area of our Graduation Rate, All Students scored in the “Orange” performance category and English Learners scored in the “Orange” performance category as well. We will continue to look at metrics for the English Learner subgroup including:
* the percentage proficient in the CAASPP assessment in ELA and Math
* the percentage proficient on our local reading benchmark
* the reclassification rate
* the percentage of reclassified students
* the percentage of students who complete A-G requirements
* the high school graduation rate.

The actions to support the graduation rate of the English Learner subgroup include:
* continuing the adoption process for the Common Core-aligned English Language Development curriculum.
* providing professional development on making core academic curriculum accessible for English Learners between General Education teachers and Education Specialists
* providing literacy intervention across grade levels
* “Summer Bridge” programs for elementary to intermediate and intermediate to high school
* mandatory communication with families for students receiving Ds and Fs in secondary schools
* student-specific communication with parents regarding their child’s progress toward reclassification.

In the area of School Climate, as measured on the California School Dashboard by Suspensions, All Students scored in the “Orange” performance category while our Homeless student subgroup was placed in the “Orange” performance category. As this is a small subgroup of 48 students out of 3297 (1.5%) (Source: California School Dashboard), the actions that we have are aimed at measuring and implementing actions to support school-wide improvements for all students in School Climate. Measures include:
* Suspension Rate
* Expulsion Rate
* Panorama - Student Survey

The actions to support School Climate include:
* continuing wellness services with parent outreach that include at least one event on drugs, alcohol, and vaping
* implementing Positive Behavior Interventions and Supports (PBIS)
* safety plans that address major health, safety protocols, and bullying
* social-emotional curriculum
* cultural competency and inclusivity training for all employees

* professional development on behavioral intervention strategies

We need to aim for BLUE in all areas of the CA Dashboard since there are no subgroups at this level of performance. The actions and services described for each of our 5 LCAP goals will support us in our goals towards closing the academic and social achievement gap for our students.

Our local benchmark assessments were administered during the 2021-2022 school year the results are being compared to 2020-2021 data. During the 2020-2021 school year, our students were still in remote learning and we only had about 40%-50% participation rate. Many students who did not take the online assessment had barriers including, wifi access, knowledge of navigating online assessments, and parents/guardians unfamiliar with remote learning/assessments. Due to these barriers, it is important to note that the data comparison is comparing different cohort of students, about 50% of students may be taking the assessment for the first time.

We are mainly using our local benchmark assessment data along with other local indicators to reflect on our areas of growth. Similar to other Local Education Agencies throughout California, the COVID-19 pandemic absences, impact on social-emotional learning, significant student learning loss, and disproportionate participation rates will demonstrate an inflated improvement gap. Additionally, our local benchmark assessment data is only one data point and should be used with other local qualitative and quantitative measures to determine actions steps that will support our students to become academically and socially successful.

Districtwide Student Attendance 91.68% (3.38% decrease compared to 2020-2021)

English Language Arts Local District Benchmark
3rd Grade 45% (11% decrease compared to 2020-2021)
4th Grade 24% (26% decrease compared to 2020-2021)
5th Grade 42% (12% decrease compared to 2020-2021)
6th Grade 38% (24% decrease compared to 2020-2021)
7th Grade 39% (26% decrease compared to 2020-2021)
8th Grade 40% (34% decrease compared to 2020-2021)
11th Grade 49% (38% decrease compared to 2020-2021)

Mathematics Local District Benchmark
3rd Grade 35% (39% decrease compared to 2020-2021)
4th Grade 10% (54% decrease compared to 2020-2021)
5th Grade 20% (52% decrease compared to 2020-2021)
6th Grade 64% (26% increase compared to 2020-2021)
7th Grade 49% (6% increase compared to 2020-2021)
8th Grade 46% (25% decrease compared to 2020-2021)
11th Grade 54% (3% decrease compared to 2020-2021)

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Our 2022-2025 3-year LCAP is focused on three main themes:

1) STUDENT ACHIEVEMENT (Academic & Social-Emotional)
2) EQUITY
3) ENGAGEMENT

CUSD will continue to have five total goals with specific actions and services defined within our Goals and Actions section. These goals will support all our students, particularly our at-promise students, with both academic and social needs.

****
BROAD GOALS
****

1) Student Achievement (Academic & Social Emotional) Goal
LCFF Priority 1: Appropriate teacher assignment, sufficient instructional materials, and facilities in good repair
LCFF Priority 2: Implementation of academic content and performance standards adopted by SBE
LCFF Priority 7: Course Access
LCFF Priority 8: Other Pupil Outcomes

The metrics and actions within this goal will ensure we maintain high-quality staff, define a district-wide implementation of academic content and performance standards, provide opportunities for all students to access courses, and support the social-emotional needs of our students and families. These areas will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to evaluate a priority to a broad or focus goal.

2) At-Promise Student Goal
Priority 4: Pupil Achievement
Priority 5: Pupil Engagement

There shall be a particular focus on increasing academic achievement for our at-promise students, including English Learners, Special Education, Hispanic/Latinx students, and Socio-Economic Disadvantaged students.

****
MAINTENANCE OF PROGRESS GOALS
****

3) Student & Parent Engagement (Academic & Social Emotional) Goal
LCFF Priority 3: Parent Involvement

The metrics and actions within this goal will be implemented to ensure that the progress made within Parent Involvement (LCAP Priority 3) goal will be maintained over the coming three years. These areas will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to evaluate a priority to a broad or focus goal.

****
FOCUS GOALS
****
4) Social-Emotional Goal
LCFF Priority 6: School Climate
LCFF Priority 8: Other Pupil Outcomes

Increase the implementation of a positive climate framework to increase student wellbeing and student academic achievement while decreasing chronic absenteeism, discipline referrals, suspensions, and expulsions.

5) ELA/ELD, Mathematics, and Suspension Goal
LCFF Priority 5: Pupil Engagement
LCFF Priority 4: Pupil Achievement

Based on CUSD's identification for differentiated assistance, we will engage in the development of a local system and engage in a root cause analysis to ensure we improve the academic performance of ELA/ELD and mathematics and decrease the suspension rate of all students, with a particular focus on Hispanic/Latinx, English Learners, and Socio-Economically Disadvantaged students.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

NOT APPLICABLE: Cabrillo Unified School District (CUSD) does not have any school eligible for Comprehensive Support and Improvement (CSI).

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

NOT APPLICABLE: Cabrillo Unified School District (CUSD) does not have any school eligible for Comprehensive Support and Improvement (CSI).

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

NOT APPLICABLE: Cabrillo Unified School District (CUSD) does not have any school eligible for Comprehensive Support and Improvement (CSI).

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

At Cabrillo Unified School District (CUSD), we have set up an amazing group of stakeholders to support the input of various initiatives. This group is comprised of site parent leaders, parent leaders of children learning English, classified union leaders and staff, certificated union leaders and staff, and site/district administrators. We have set up the following meetings to obtain input from this group and other pertinent stakeholder groups:

LCAP INPUT MEETINGS 2021-2022

District English Learner Advisory Committee (DELAC)
Wednesday, February 9, 2022

Organization Supporting Schools of Cabrillo (OSSC)
Wednesday, February 16, 2022

Educational Partner Meeting
Thursday, March 3, 2022

California School Employees Association (CSEA)
Tuesday, March 15, 2022

Cabrillo Unified Teachers Association (CUTA)
Monday, March 28, 20022

Parent-Teacher Organization (PTO)
Wednesday, March 23, 2022

CUSD Administrator Leadership Team
Tuesday, June 7, 2022

We have obtained qualitative data from both zoom meetings and various surveys pertinent to our district goals and services. The information we obtained fell under the following categories.

1) Student Academic and Social Achievement
2) Equity
3) Engagement (Student, Staff, and Community)

Student input was obtained through both our student board representative and student representatives in both our high school leadership team and our Latino/x Roundtable.

San Mateo SELPA stakeholder group provided office hours to consult on CUSD's LCAP and coordination with Educational Support Services SEP and CCEIS plans. The meeting with SELPA was on April 8, 2022.

Yearly needs assessments are provided to at-promise education partner groups to determine the need for extended services.

A summary of the feedback provided by specific educational partners.

The feedback provided by our various stakeholder groups could be categorized into our three Local Control Accountability Plan themes:

1) STUDENT ACHIEVEMENT (Academic & Social-Emotional)
2) EQUITY
4) ENGAGEMENT

Below you will find specific input from our various stakeholder groups:

1) Educational Partner Meeting

MAIN THEMES
* Additional and Meaningful Supports for At-Promise Students in Math, Writing, and English Language Development
* After School Supports via Tutoring, Homework Club and/or Partnership with Local Library
* Universal Curriculum

2) CUSD Administrator Leadership Team [TO BE UPDATED]

MAIN THEMES
* Mathematics Intervention and Support (Math TOSAs and Interventions)
* English Learner Support (EL TOSAs, Interventions, Parent Training)
* Academic Interventions (after-school and Saturday)
* Social-emotional Well-being Professional Development and Support
* Project-Based Learning Opportunities

3) District English Learner Advisory Committee (DELAC)

MAIN THEMES

* Increase Student Motivation and Perseverance, especially in writing
* After-School Tutoring and Homework Support
* Support Teachers in Addressing Student Learning Loss
* Increase Student Supports

4) Organization Supporting Schools of Cabrillo (OSSC)
*Continue Reading Intervention at Elementary Schools
*Include Math Intervention for 2nd graders

MAIN THEMES

5) Parent-Teacher Organization (PTO)

MAIN THEMES
* Increase Social-Emotional/Health and Wellness Supports (Counseling, Health and Wellness Committee, Curriculum)
* Increase Enrichment and Elective Programs (Arts, Music, Science, PE, Foreign Language, Home Economics)
* Smaller Class Sizes

6) California School Employees Association (CSEA)

MAIN THEMES
*Professional Development for teachers and staff on our resources (ex- online applications.
*Increase supports for our teachers and staff to access curriculum and online resources
*Increased custodians, paraprofessionals, front office staff to support student learning
*Expansion of sports and SEL services for all students and not just selected students

7) Cabrillo Unified Teachers Association (CUTA)

MAIN THEMES
* Increase Social-Emotional/Health and Wellness Supports (School Psychologist services, SEL supports)
* Increase English Learner and Long Term English Learner Supports
* Increase Literacy Efforts (Fun reading programs, more access to level books, cultural relevant, increased library services K-12, Literacy Nights, Library Field Trips, and After School partnerships with HMB library, ALAS and Sheriff's Reading program)
* Increase Holistic Learning Experiences (VAPA, Athletics, STEM, hands on learning, Elective Wheel opportunities)
* Improve School Climate Infrastructure
* More Professional Development Opportunities (Curriculum, Online resources)

* Additional Custodians, Paraprofessional, and Office Staff to Support Student Learning

Panorama Survey:
1) Teachers and Staff

Staff
*57% responded favorably with regard to staff-family relationships.
*26% responded favorably with regard to feedback and coaching.

Teachers
*77% responded favorably with regard to educating all students.
*74% responded favorably with regard to teaching efficacy.
*58% responded favorably with regard to staff-family relationships.
*33% responded favorably with regard to feedback and coaching.

MAIN THEMES
* Increased Social-Emotional/Health and Wellness Supports (Counseling, Social Skills Groups, Parenting Classes,
* Smaller Class Sizes
* Support and Feedback from School and District Administration
* Meeting the needs of advanced students in addition to those of at-promise students
* Increased/Improved Communication Between Elementary and Secondary Schools
* Flexibility and Options with Regard to Learning Pathways for Students (Alternative Middle School, Hybrid Learning Model,
* Increased Supports for English Learners and Families (i.e. Academic Supports, Access to Community Liaison, Newcomer Supports, Translation Aides, etc.)
* New and/or Updated Curriculum (Second Step, Social Studies, ELA, etc.)
* Additional Professional Development and Collaboration Opportunities (Trauma-informed Practices, Sharing Effective Strategies, Team Teaching Model,
* Additional Community Partnership Opportunities for After-School Enrichment and Community-Building (ALAS, HMB Library, Senior Center, Local Businesses, etc.)

Panorama Survey:
2) Families
*77% responded favorably with regard to barriers to engagement. This is a decrease of 3% from the previous school year.
*57% responded favorably with regard to school climate. This is a decrease of 6% from the previous school year.
*26% responded favorably with regard to family engagement. This is an increase of 4% from the previous school year.

MAIN THEMES
* Increased Social-Emotional/Health and Wellness Supports (Counseling/Therapy, Coaching on Conflict Resolution, Professional Development, Assemblies, Additional School Nurses, SEL Curriculum)
* Increased Academic Supports for All Students (More Reading Intervention, Tutoring, Incentives for Academic Achievement, Prompt Feedback on Assignments, More Classified & Certificated Staff, After-School Homework Support)
* Engaging, Rigorous, and Holistic Education for Students (Extracurricular Activities Beyond Athletics, Additional Recess Activities, Improved PE Program, Big Brother/Sister Program, Qualified & Experienced Teachers, Financial Education Class, More Clubs, Meaningful Homework, More Electives, More After-School Opportunities)
* Improved School Climate (Culture of Respect & Citizenship, Inclusivity, Additional Opportunities for Socialization, Additional Staff Supervision at Lunch, Teacher Retention, Discipline and Appropriate Consequences
* Increased Family Engagement (Opportunities for Parent Volunteers, Improved/Increased Communication Between Teachers/Administration/Coaches & Parents/Students, More Family Engagement Nights, In-Person Meetings, Additional Interpretation/Translation Services for Spanish-speaking Families)
* Improved Systems & Procedures (Orientation/Supports for New Students, Consistent Grading Policies, Discipline Procedures, Drop-off Procedures, Equal Instructional Minutes at All Elementary Schools, Improved Systems for Homework, Fewer Minimum Days, School Transportation)
* Facilities Improvement & Maintenance
* Continued Free School Meals Program
*Smaller Class Sizes

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The majority of the actions and services in our plan, particularly those funded by LCFF supplemental, were influenced by stakeholder input, particularly the recurring themes brought up throughout our stakeholder groups. We implemented actions and services that were research-based and proven to be effective, fiscally feasible, and easily implemented.

The themes that were consistent with all stakeholder groups were:

1) STUDENT ACHIEVEMENT (Academic & Social-Emotional)
2) EQUITY
4) ENGAGEMENT

Our LCAP goals succinctly align to the various feedback provided from stakeholder groups:

*Intervention Supports for Our At-Promise Students
*Increased English Learner Services

*Increased Social-Emotional Services for students and families
*Increased Enrichment Supports
*After School and Summer School Services
*Curriculum Alignment
*Increase supports via district specialists (curriculum, ELA, ELD, Math, Science, STEAM, VAPA)
*Increased family engagement

Below you will find the major new goals and actions that have been influenced by our stakeholder input:

Goal 1 Action 3: Increased Professional Development (All Students)
Goal 1 Action 4: Increased Professional Development (At-Promise Students)
Goal 1 Action 7: AVID Program
Goal 1 Action 10: Early College Access (At-Promise Students)

Goal 2 Action 1: English Language Arts district-wide aligned curriculum
Goal 2 Action 2: English Language Development district-wide aligned curriculum
Goal 2 Action 9: MTSS Implementation: District Wide formative and summative assessments
Goal 2 Action 13: English Language Development Specialists

Goal 3 Action 1: Summer School Interventions
Goal 3 Action 2: Interventions and Tutoring
Goal 3 Action 3: Community & Parent Engagement Committees

Goal 4 Action 1: Counseling Supports
Goal 4 Action 2: Family Engagement Supports

Goal 5 Action 3: Increased during school and after school enrichment services (VAPA & STEAM)

Goals and Actions

Goal

Goal #	Description
1	Student Achievement (Academic & Social-Emotional) BROAD GOAL The metrics and actions within this goal will ensure we maintain high-quality staff, define a district-wide implementation of academic content and performance standards, provide opportunities for all students to access courses, and support the social-emotional needs of our students and families. These areas will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to evaluate a priority to a broad or focus goal. LCAP Priorities: Priority 1: Appropriate teacher assignment, sufficient instructional materials, and facilities in good repair Priority 2: Implementation of academic content and performance standards adopted by SBE Priority 7: Course Access Priority 8: Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

The metrics described below were selected to ensure that the progress that we have made in these priority areas will be evaluated on a regular basis and that legal obligations are being met. The accompanying actions have been selected because they have proven to be effective in maintaining outcomes within these areas, and reflect input from students, teachers, staff, site administrators, and school site councils.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students proficient in English Language Arts - Lexia Assessment	ALL STUDENTS 3rd - 56% 4th - 50% 5th - 54%	ALL STUDENTS 3rd - 45% 4th - 24% 5th - 42%			ALL STUDENTS 3rd - 66% 4th - 60% 5th - 64%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(NOTE: This assessment was used in lieu of CAASPP due to COVID-19 Pandemic) Source: Lexia Local Data 2021-2022	6th - 62% 7th - 65% 8th - 74% 11th - 87% ENGLISH ONLY 3rd - 51% 4th - 49% 5th - 50% 6th - 57% 7th - 65% 8th - 74% 11th - 87% ENGLISH LEARNERS 3rd - 6% 4th - 2% 5th - 24% 6th - 41% 7th - 0% 8th - 0% 9th - 0% SPECIAL EDUCATION 3rd - 4% 4th 1% 5th - 14% 6th - 10% 7th - 4% 8th - 1% 11th - 4% WHITE	6th - 38% 7th - 39% 8th - 40% 11th - 49% ENGLISH ONLY 3rd - 62% 4th - 43% 5th - 55% 6th -59% 7th - 55% 8th - 50% 11th - 69% ENGLISH LEARNERS 3rd - 15% 4th - 0% 5th - 11% 6th - 4% 7th - 5% 8th - 0% 11th - 11% SPECIAL EDUCATION 3rd - 37% 4th - 4% 5th - 25% 6th - 4% 7th - 0% 8th - 13% 11th - 4% WHITE			6th - 72% 7th - 75% 8th - 84% 11th - 97% ENGLISH ONLY 3rd - 61% 4th - 59% 5th - 60% 6th - 67% 7th - 75% 8th - 84% 11th - 97% ENGLISH LEARNERS 3rd - 16% 4th - 12% 5th - 34% 6th - 51% 7th - 10% 8th - 10% 9th - 10% SPECIAL EDUCATION 3rd - 14% 4th 11% 5th - 24% 6th - 20% 7th - 14% 8th - 11% 11th - 14% WHITE

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	3rd - 19% 4th - 17% 5th - 11% 6th - 25% 7th - 25% 8th - 36% 11th - 33% HISPANIC LATINO 3rd - 6% 4th - 4% 5th - 4% 6th - 6% 7th - 12% 8th - 7% 9th - 25% SOCIOECONOMICALLY DISADVANTAGED 3rd - 23% 4th - 8% 5th - 10% 6th - 24% 7th - 24% 8th - 15% 11th - 50%	3rd - 68% 4th - 53% 5th - 59% 6th - 61% 7th - 65% 8th - 49% 11th - 67% HISPANIC LATINO 3rd - 16% 4th - 10% 5th - 26% 6th - 21% 7th - 21% 8th - 27% 11th - 32% SOCIOECONOMICALLY DISADVANTAGED 3rd - 16% 4th - 6% 5th - 23% 6th - 20% 7th - 22% 8th - 27% 11th - 26%			3rd - 29% 4th - 27% 5th - 21% 6th - 35% 7th - 35% 8th - 46% 11th - 43% HISPANIC LATINO 3rd - 16% 4th - 14% 5th - 14% 6th - 16% 7th - 22% 8th - 17% 9th - 35% SOCIOECONOMICALLY DISADVANTAGED 3rd - 43% 4th - 18% 5th - 20% 6th - 34% 7th - 34% 8th - 25% 11th - 60%
% of students proficient in English Language Arts - 3rd - 5th (Local Math Benchmark)	ALL STUDENTS 3rd - 74% 4th - 64% 5th - 72% 6th - 38% 7th - 43% 8th - 71%	ALL STUDENTS 3rd - 35% 4th - 10% 5th - 20% 6th - 64% 7th - 49% 8th - 46%			ALL STUDENTS 3rd - 84% 4th - 74% 5th - 82% 6th - 48% 7th - 53% 8th - 81%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: CUSD Local Data 2021-2022	11th - 57% ENGLISH ONLY 3rd - 54% 4th - 51% 5th - 49% 6th - 28% 7th - 40% 8th - 64% 11th - 76% ENGLISH LEARNERS 3rd - 8% 4th - 1% 5th - 11% 6th - 3% 7th - 0% 8th - 0% 9th - 0% SPECIAL EDUCATION 3rd - 0% 4th - 0% 5th - 0% 6th - 0% 7th - 0% 8th - 0% 11th - 1% WHITE 3rd - 41% 4th - 38% 5th - 41%	11th - 54% ENGLISH ONLY 3rd - 42% 4th - 19% 5th - 33% 6th - 73% 7th - 53% 8th - 56% 11% - 71% ENGLISN LEARNERS 3rd - 18% 4th - 0% 5th - 2% 6th - 39% 7th - 20% 8th - 16% 11% - 20% SPECIAL EDUCATION 3rd - 22% 4th - 0% 5th - 13% 6th - 255 7th - 0% 8th - 21% 11th - 0% WHITE 3rd - 43% 4th - 20% 5th - 38%			11th - 67% ENGLISH ONLY 3rd - 64% 4th - 61% 5th - 59% 6th - 38% 7th - 50% 8th - 74% 11th - 86% ENGLISH LEARNERS 3rd - 18% 4th - 11% 5th - 11% 6th - 13% 7th - 10% 8th - 10% 9th - 10% SPECIAL EDUCATION 3rd - 10% 4th - 10% 5th - 10% 6th - 10% 7th - 10% 8th - 10% 11th - 11% WHITE 3rd - 51% 4th - 48% 5th - 51%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	6th - 22% 7th - 30% 8th - 57% 11th - 40% HISPANIC-LATINO 3rd - 28% 4th - 21% 5th - 21% 6th - 12% 7th - 9% 8th - 8% 9th - 70% SOCIOECONOMICALLY DISADVANTAGED 3rd - 12% 4th - 27% 5th - 14% 6th - 52% 7th - 6% 8th - 6% 11th - 14%	6th - 73% 7th - 54% 8th - 60% 11th -76% HISPANIC LATINO 3rd - 28% 4th - 4% 5th - 6% 6th - 55% 7th - 39% 8th - 28% 11th - 36% SOCIOECONOMICALLY DISADVANTAGED 3rd - 22% 4th - 37% 5th - 24% 6th - 62% 7th - 16% 8th - 16% 11% - 24%			6th - 32% 7th - 40% 8th - 67% 11th - 50% HISPANIC-LATINO 3rd - 38% 4th - 31% 5th - 31% 6th - 22% 7th - 19% 8th - 18% 9th - 80% SOCIOECONOMICALLY DISADVANTAGED 3rd - 22% 4th - 37% 5th - 24% 6th - 62% 7th - 16% 8th - 16% 11th - 24%
Maintain Highly Qualified Staff Source: CUSD Local Data 2021-2022	100% Highly Qualified Staff	TBD- Still Calculating			Maintain 100% Highly Qualified Staff
Support for new CUSD Teachers:	100% New Teachers participate in the	100% New Teachers participate in the			Maintain 100% participation of new teacher enrollment in

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher Induction Program Source: CUSD Local Data 2021-2022	Teacher Induction Program	Teacher Induction Program			the Teacher Induction Program
Staff Professional Development Source: CUSD Local Data 2020-2021	CUSD Certificated Staff participate in 6 professional development opportunities	CUSD Certificated Staff participate in 7 professional development opportunities			CUSD Certificated Staff participate in 10 professional development opportunities
% of Student Proficiency in Science Source: CAASPP / CDE DataQuest 2020-2021	30 % Proficient or Above in the California Science Test (CAST)	33.43% Proficient or Above in the California Science Test (CAST)			40% Proficient or Above in the California Science Test (CAST)
Science Professional Development Source: CUSD Local Data 2020-2021	8 Yearly Science Collaboration Meetings	8 Yearly Science Collaboration Meetings			Maintain 8 Yearly Science Collaboration Meetings
AVID Program Student Applications into post-secondary schools Source: CUSD Local Data 2021-2022	35% of AVID students enrolled into post-secondary schools	100% of AVID students enrolled into post-secondary schools			80% of AVID students enroll into post-secondary schools

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Career Technical Education Pathways Source: CUSD Local Data 2020-2021	3 CTE Pathways (agriculture, construction, and broadcasting)	3.5 CTE Pathways | 3 full pathways (agriculture, construction and building trades) and .5 pathway (computer science)			4 CTE Pathways (agriculture, construction, computer science, and broadcasting)
Credit Recovery Source: CUSD Local Data 2020-2021	1 Credit Recovery Professional Development for Teachers	1 Credit Recovery Professional Development for Teachers			3 Credit Recovery Professional Development for Teachers
Early College Access Source: CUSD Local Data 2020-2021	0 Early College Access Courses or Dual-Enrollment Course	0 Early College Access Courses or Dual Enrollment Course			3 Early College Access Courses or Dual-Enrollment Course
Special Education Supports Source: CUSD Local Data 2020-2021	6 Special Education Professional Development Opportunities for Staff	6 Special Education Professional Development Opportunities for Staff			10 Special Education Professional Development Opportunities for Staff
Retention of Highly Qualified Staff Source: CUSD Local Data 2020-2021	85% Highly Qualified Staff Retention	TBD- PENDING END OF YEAR DATA			

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Highly Qualified Staff	Instruction from appropriately qualified and certificated teachers and classified staff. Retention of highly qualified district and school site administration. Ensure that salaries are competitive with neighboring districts to attract and retain certificated staff and ensure assignments are appropriate to certification.	$27,900,091.00	No
1.2	New Teacher Induction Program	New teachers will receive support through the New Teacher Induction program.	$53,833.00	No
1.3	Increased Professional Development (All Students)	Professional development will be provided to faculty: *Multi-Tiered System of Support *Social-Emotional Learning *Cultural Proficiency *Comprehension Across Content Areas Universal Design for Learning *Mathematics Professional Development (TK-12) *English Language Arts / ELD Standards and instructional strategies *VAPA Professional Development *K-12 Science teachers K-12 focused on Next Generation Science Standards *Integration of technology into the curriculum *Gathering and analyzing student performance data, including formative and summative assessment.	$10,000.00	Yes
1.4	Increased Professional Development (At-Promise Students)	Professional development will be provided to faculty: *Multi-Tiered System of Support *Social-Emotional Learning *Cultural Proficiency *Comprehension Across Content Areas Universal Design for Learning *Mathematics Professional Development (TK-12) *English Language Arts / ELD Standards and instructional strategies *VAPA Professional Development *K-12 Science teachers K-12 focused on Next Generation Science Standards *Integration of technology into the curriculum	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		*Gathering and analyzing student performance data, including formative and summative assessment.		
1.5	NGSS Instruction - Elementary	Maintain Fifth Grade District Science teacher.	$124,381.00	No
1.6	NGSS Support	Provide cross-district collaboration time for Next Generation Science Standards.	$10,100.00	No
1.7	AVID Program	Provide our AVID Program in grades 6th-12th for the purpose of developing a pipeline to support college readiness (AVID Sections, AVID Professional Development, AVID Tutoring)	$190,000.00	Yes
1.8	Career Technical Education Program	Continue developing CTE pathways in agriculture, construction, and broadcasting.	$109,000.00	No
1.9	Credit Recovery	Provide technology-enhanced Credit Recovery and A-G course requirements.	$60,000.00	Yes
1.10	Early College Access (At-Promise Students)	Continue with Early College course development.	$10,000.00	Yes
1.11	Special Education Services	Students with disabilities who receive Special Education services will be taught by highly qualified teachers, in the Least Restrictive Environment, using the grade-level curriculum with appropriate accommodations according to their Individualized Education Programs (IEPs).	$3,344,311.00	No

Action #	Title	Description	Total Funds	Contributing
		*Students with IEPs will have academic goals aligned with state standards *Students' IEPs will be reviewed no less than annually, with goals and services updated as reflected by revised IEPs. Baselines will be quantifiable and goals will be aligned with the Common Core standards. *General Education teachers and Education Specialists will collaborate to plan and develop instructional strategies in order to meet the needs of diverse learners, including students with IEPs, within the Least Restrictive Environment. *General Education teachers and Education Specialists will participate in professional learning together to develop the capacity to ensure students with IEPs have access to grade-level instructional curriculum, data-based decision making, standard aligned goals, and ongoing progress monitoring for students with IEPs. *Professional learning will be provided to teachers and paraprofessionals in co-teaching/collaborative instructional models and specialized instruction in order to provide access for students with IEPs to the curriculum in the General Education classroom. *Increase inclusive program options for students with disabilities with Autism Spectrum Disorder and mental health disabilities by developing a comprehensive continuum of services and supports to effectively serve students in the school district.		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The actions and services in LCAP Goal 1 will were carried out as planned. There were no substantive difference in planned actions and actual implementation of these actions. The impact of various factors as a result of the COVID19 pandemic did affect some of our metrics, particularly our English Language Arts and Mathematics metrics.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

During the 2021-2022 school year, there were various one time grants and categorical carryover required to be spent by end of the 2021-2022 academic school year. For those actions and services with material differences between Budgeted Expenditures and Estimated Actual Expenditures which were above the Budgeted Expenditures, state/federal grants or LCFF Base were used to pay for the overage.

Below are the actions and services with the differences between Actual Expenditures compared to Budgeted Expenditures:

Goal 1 Action 1: -$4,311,707 (overage mainly due to 3% one time raise and 3% ongoing)
Goal 1 Action 2: -$4,750
Goal 1 Action 3: -$1,162
Goal 1 Action 4: $9,520
Goal 1 Action 5: -$2,132
Goal 1 Action 6: 0
Goal 1 Action 7: -$29,303
Goal 1 Action 8: $3,435
Goal 1 Action 9: $11,995
Goal 1 Action 10: $250
Goal 1 Action 11: -$577,835

An explanation of how effective the specific actions were in making progress toward the goal.

After close analysis of our metrics, overall, our LCAP Goal 1 metrics demonstrated progress toward our goal. We had a 5 % increase in our metric of retention of highly qualified staff. Although overall our ELA/ELD and Mathematics metrics for all students had a decrease, many of our subgroups had an increase in performance comparing 2020-2021 vs 2021-2022 local district assessment benchmarks. For instance, the following subgroups had significant improvement:

ELA/ELD Local District Benchmarks
*English Only students had an increase of +11 in 3rd, +5 in 5th and +2 in 6th

*English Learners had an increase of +9 in 3rd, +5 in 7th and +11 in 11th
*Students With Disabilities had an increase of +33 in 3rd, +3% in 4th, +11 in 5th, and +12 in 8th
*White students had an increase of +49 in 3rd, +36 in 4th, +48 in 5th, +36 in 6th, +40 in 7th, +13 in 8th, and +34 in 9th
*Hispanic Latino students had an increase of +12 in 3rd, +6 in 4th, +22 in 5th, +15 in 6th, +9 in 7th, +20 in 8th, +7 in 11th
*Socio-Economically Disadvantaged students had an increase of +13 in 5th and +12 in 8th

Mathematics Local District Benchmark
*English Only students had and increase of +45 in 6th and +13 in 7th
*English Learners had an increase of +36 in 6th, +20 in 7th, +16 in 8th, and +20 in 11th
*Students With Disabilities had an increase of +22% in 3rd, +13 in 5th, +25 in 6th, and +21 in 8th
*White students had an increase of +2 in 3rd, +51 in 6th, +24 in 7th, +3 in 8th, and +36 in 11th
*Hispanic Latino students had an increase of +43 in 6th, +30 in 7th, and +20 in 8th
*Socio-Economically Disadvantaged students had an increase of +12 in 3rd, +3 in 7th, +25 in 8th, and +20 in 11th

CAASPP California Science Test (CAST)
*5th grade all students had an increase of +7%
*8th grade students had a slight decrease of 0.61%
*12th grade all students had an increase of +4%

Most all other LCAP Goal 1 metrics were met with our desired outcome.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

All LCAP Goal 1 Actions and Services planned goals metrics and desired outcomes/actions have remained the same. The only change is the fiscal allocations of funding which was increased to account for staff salary raises.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	At-Promise Students BROAD GOAL There shall be a particular focus on increasing academic achievement for our at-promise students, including English Learners, Special Education, Hispanic/Latinx students, and Socio-Economic Disadvantaged. LCAP Priorities: Priority 4: Pupil Achievement Priority 5: Pupil Engagement

An explanation of why the LEA has developed this goal.

Analysis of of state and local assessments, engagement tracking, survey data of students, parents, teachers, and staff to increase the performance of our at-promise groups of students. We will data collected as part of student academic monitoring.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of students taking the SAT Source: CDE DataQuest 2021-2022	CUSD: 31%	CUSD: 39%			CUSD: 61%
Percent Completion of Students Meeting Graduation Requirement	CUSD: 89.3% White: 92.8% Hispanic or Latino: 86.3%	CUSD: 90% White: 93.6% Hispanic or Latino: 86.1%			CUSD: 95.3% White: 98.8% Hispanic or Latino: 96.3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: CDE DataQuest 2020-2021					
Graduates meetings UC/CSU Requirements Source: CDE DataQuest 2020-2021	CUSD: 36% White: 49% Hispanic or Latino: 24%	Due to a shift in staff, CUSD did not upload this data. Our team will need to calculate this data manually and the data will uploaded once available.			CUSD: 46% White: 59% Hispanic or Latino: 34%
Percent of students who have passed an AP exam with score of 4 or higher Source: Dataquest 2020-2021	59% of seniors (171 out of 290)	Data not yet available and will be uploaded once available			69% of seniors with score of 4 or higher
Percentage of AVID students who apply to post-secondary education Source: CUSD Local Reports 2020-2021	35% AVID students apply to post-secondary education	100% AVID students applied to post-secondary education			85% students will apply to post-secondary education
English Language Arts district-wide aligned curriculum (Elementary) Source: CUSD Local Reports 2020-2021	0 alignment of English Language Arts district-wide curriculum (Elementary)	1 aligned English Language Arts district-wide curriculum			Maintain English Language Arts district-wide aligned curriculum

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Language Development district-wide aligned curriculum (Elementary) Source: CUSD Local Reports 2020-2021	0 alignment of English Language Development district-wide curriculum (Elementary)	1 aligned English Language Development district-wide curriculum			Maintain English Language Development district-wide curriculum
District Wide benchmark assessments (English Language Arts, English Language Development, and Mathematics) Source: CUSD Local Reports 2020-2021	1 District-wide English Language Arts Assessment (Elementary & Secondary) 1 District-wide English Language Development Assessment (Secondary) 0 District-wide English Language Development Assessment (Elementary) 1 District-wide Mathematics Assessment (Secondary) 0 District-wide Mathematics	1 District-wide English Language Arts Assessment (Elementary & Secondary) 1 District-wide English Language Development Assessment (Secondary) 0 District-wide English Language Development Assessment (Elementary) 1 District-wide Mathematics Assessment (Secondary) 1 District-wide Mathematics			Maintain the following district-wide benchmarks: 1 District-wide English Language Arts Assessment (Elementary & Secondary) 1 District-wide English Language Development Assessment (Secondary) 1 District-wide Mathematics Assessment (Secondary) Adopt the following district-wide benchmarks:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Assessment (Elementary)	Assessment (Elementary)			1 District-wide English Language Development Assessment (Elementary) 1 District-wide Mathematics Assessment (Elementary)
Universal TK-2 Literacy Screener Source: CUSD Local Reports 2020-2021	0 District Wide Grade Level Data Meetings	0 District Wide Grade Level Data Meetings			3 District Wide Grade Level Data Meetings
Percent of Students achieving Level 4 on the English Language Proficiency for California (ELPAC) Summative Source: CAASPP 2018-2019	16.4% Proficient	13.5% Proficient			26.4% Proficient
Dual Immersion Language Preschool Source: CUSD Local Reports 2020-2021	0 Dual Immersion Language Preschools	0 Dual Immersion Language Preschools			Maintain 1 Dual Immersion Language Preschool

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Big Lift (Early Literacy Initiative) Collaborative Source: Big Lift Collaborative Meeting Calendar 2020-2021	9 Big Lift Collaborative Meetings	9 Big Lift Collaborative Meetings			Maintain 9 Big Lift Collaborative Meetings
Technology Enhanced Curriculum Source: CUSD Local Reports 2020-2021	4 Technology Enhanced Curriculum to support Literacy	4 Technology Enhanced Curriculum to support Literacy			Maintain 4 Technology Enhanced Curriculum to support Literacy
Dyslexia Professional Development to Staff Source: CUSD Local Reports 2020-2021	1 District wide Dyslexia Professional Development	0 District wide Dyslexia Professional Development			Provide 3 Dyslexia Professional Development
Districtwide Student Attendance Source: Infinite Campus (CUSD Student Information System) 2020-2021	95% Districtwide Attendance	91.62%			Increase Districtwide attendance by 3%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	District-wide Literacy Supports	Increased Literacy Services, including expansion of our Library program in order to increase access and support for our at-promise students.	$100,000.00	No
2.2	English Language Development district-wide aligned curriculum	English Language Development aligned curriculum and instructional materials.	$60,000.00	Yes
2.3	MTSS Implementation: District Wide formative and summative assessments	Assessment with district adopted formative reading, writing, and mathematics assessment to be administered three times a year. Frequent formative assessments will be given and results will be analyzed to determine instructional strategies for student learning and interventions, as needed.	$100,000.00	No
2.4	PreK-12th Expanded Supports and Programs	PreK-12th Expanded supports to increase capacity to provide all students with access to a well-rounded education, improve conditions for student learning, and improve use of technology to improve the academic achievement and digital literacy of all students.	$150,000.00	Yes
2.5	Grades TK-3 reduced ratio of 24-to-1	Continuing class sizes in Grades TK-3 at a reduced ratio of 24-to-1 as opposed to the district norm of 34-to-1 allowing for intensive small group instruction in English Language Development and literacy.	$500,000.00	No
2.6	Spanish Courses	Spanish classes offered in Intermediate and High School to enhance language acquisition and literacy for English Language Learners.	$500,000.00	No
2.7	Dual Immersion Preschool	Provide dual language preschool for eligible Migrant and at-risk students.	$100,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.8	Big Lift (Early Literacy Initiative) Collaborative	Facilitate Big Lift Collaborative to continue to align Preschool through Grade 3 literacy, improve family engagement strategies, and develop community partnerships.	$10,000.00	Yes
2.9	English Language Development Interventions & Curriculum	English Language Development Interventions & Curriculum Supports	$110,000.00	Yes
2.10	Technology Enhanced Curriculum	Technology-enhanced reading intervention curriculum will be available to students from Transitional Kindergarten through High School.	$33,221.00	Yes
2.11	Dyslexia Intervention and Common Core Aligned Materials	Intervention and Common Core-aligned materials will be provided to support students with dyslexia.	$15,000.00	No
2.12	English Language Development Secondary Sections	Cunha and Half Moon Bay High School will have dedicated sections of English Language Development	$50,000.00	Yes
2.13	English Language Development Specialists	English Language Development Specialists to support English Learners	$300,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The majority of our actions and services in LCAP Goal 2 were carried out as planned. The only action that was not implemented was our LCAP Goal 2 Action 7, the establishment of our first dual immersion preschool. Due to a delay in our preschool playground construction, we were not able to schedule our preschool licensed walkthrough until midyear. However, we are on target with the opening of our first dual-immersion Universal Transitional Kindergarten (UTK).

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

During the 2021-2022 school year, there were a few factors which created a gap between our budgeted expenditures compared to our estimated expenditures. The first major factor was the severe substitute shortage which prevented us to release staff for professional development opportunities and also filling new positions that would be able to carry out actions and services. In addition, we had one time grants and one time carry over that were specific to services for at-promise students and interventions that we found out after the approval of our 2021-2022 Local Control Accountability.

Budgeted Expenditures and Estimated Actual Expenditures which were above the Budgeted Expenditures, state/federal grants or LCFF Base were used to pay for the overage.

Below are the actions and services with the differences between Actual Expenditures compared to Budgeted Expenditures:

*Goal 2 Action 3: -$26,560
*Goal 2 Action 4: -$48,584
*Goal 2 Action 5: $468,390 (we over spent mainly due to the one time 3% and 3% ongoing increase in salaries)
*Goal 2 Action 6: -$28,691
*Goal 2 Action 7:-$200,000 (a dual immersion preschool was not implemented, however, we are on target to open a dual-immersion Universal Transitional Kindergarten beginning 2022-2023)
*Goal 2 Action 10: -$24,163
*Goal 2 Action 11: -$13,895
*Goal 2 Action 12: -$16,005
*Goal 2 Action 13: -$57,007

An explanation of how effective the specific actions were in making progress toward the goal.

After close analysis of our metrics, overall, our LCAP Goal 2 metrics demonstrated progress toward our goal.

We had an increase of 8% more students taking the SAT, 1% increase of all students meeting our graduation requirement, and 100% of AVID students applying to college.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Most of our LCAP Goal 2 Actions and Services planned goals metrics and desired outcomes/actions have remained the same. There were some changes in a few planned goals and the fiscal allocations to existing goals which needed to be adjusted to account for increased staff salaries. These changes are described below:

Goal 2.1 was a one year goal and it was achieved. Goal 2.1 will continue to support literacy across our district. For the 2022-2023, this goal will focus on an increase in Literacy support through the increase of library services.

Goal 2.4 was a one year goal and it was achieved. Goal 2.4 has now been changed to support PreK-12th Expanded Supports and Programs.

Goal 2.13 planned goal remained the same but the fiscal portion was adjusted to account for the increase in salary cost.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Student & Parent Engagement (Academic & Social-Emotional) MAINTENANCE OF PROGRESS GOAL The metrics and actions within this goal will be implemented to ensure that the progress made within Parent Involvement (LCAP Priority 3) goal will be maintained over the coming three years. These areas will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to evaluate a priority to a broad or focus goal. LCFF Priorities: Priority 3: Parental Involvement and Family Engagement

An explanation of why the LEA has developed this goal.

Parent Involvement and Family Engagement are a priority in our district. The metrics described below were selected to ensure that the progress that we have made in these priority areas will be evaluated on a regular basis and that legal obligations are being met. The accompanying actions have been selected because they have proven to be effective in maintaining outcomes within these areas, and reflect input from students, teachers, staff, site administrators, DELACs, and school site councils.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Panorama Survey Results Source: 2020-2021 Panorama Survey	500 parents participated in our 2020-2021 Panorama Family Survey.	403 parents participated in our 2020-2021 Panorama Family Survey (20% decrease)			Increase 10% from baseline

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Participation Source: 2020-2021 Panorama Survey	Barriers to Engagement - 80% answered favorably School Climate - decrease by 64% answered favorably Family Engagement - 22% answered favorably	Barriers to Engagement - decrease by 3% School Climate - decrease by 6% Family Engagement - increase by 4%			Increase 10% from baseline
Student Engagement through Summer School Interventions Source: Summer School Attendance Data 2020-2021	Results will be entered for baseline after final enrollment is calculated after summer 2021. At this time it is an estimated 425 students.	Final enrollment for SS 2021 estimated at 425 students			Serve 550 students in need of academic and/or social interventions
Student after-school/before school Interventions and Tutoring Source: Intervention Attendance Data 2020-2021	200 students served through small group or 1 to 1 after-school/before school interventions to selected at-promise students	25 students			Serve a total of 600 students through small group or 1 to 1 after-school/before school interventions to selected at-promise students
Community & Parent Engagement Committees Source: Parent Participation will be tracked during the	Community Meetings through specific roundtable input from *Latino/x Roundtable *LGBTQ Roundtable *PTO Alliance	Attendance within these groups maintained.			Maintain and grow participation by 15% in our Community Roundtables *Latino/x Roundtable *LGBTQ Roundtable *PTO Alliance

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2021-2022 school year and will be used as a benchmark	*Secondary Health and Wellness Committees *SEL Parent Meetings				*Secondary Health and Wellness Committees *SEL Parent Meetings
Family & Student Case Management Source: 2020-2021 Migrant Education Case Management Meeting Logs	100% of Migrant Education Students have 1 to 1 Student Case Management	100% of Migrant Education Students have 1 to 1 Student Case Management			Maintain 100% of Migrant Education Students with 1 to 1 Student Case Management Utilize the Migrant Education Case Management System with our English Learner Students utilizing components of our COST meetings

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Summer School Interventions	Summer intervention programs for target students to support elementary, middle, credit recovery, and A-G course requirements.	$155,877.00	Yes
3.2	Interventions and Tutoring	Interventions and Tutoring (After school, before school, and Saturdays/extended breaks)	$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Community & Parent Engagement Committees	Latinx Roundtable, LGBTQ Roundtable, Secondary Health and Wellness Committees, PTO Alliance, SEL Parent Meetings	$20,000.00	No
3.4	Family & Student Case Management	Family & student case management to support families with local resources and "connecting a system of resources" for our families with our district and our local community.	$5,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The majority of actions and services in LCAP Goal 3 were carried out as planned. Please note that summer school expenses are currently being calculated and are still in the encumbrance stage.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

During the 2021-2022 school year, there were various one time grants and categorical carryover required to be spent by end of the 2021-2022 academic school year. For those actions and services with material differences between Budgeted Expenditures and Estimated Actual Expenditures which were above the Budgeted Expenditures, state/federal grants or LCFF Base were used to pay for the overage.

Below are the actions and services with the differences between Actual Expenditures compared to Budgeted Expenditures:

LCAP Goal 3 Action 2: -$149,323
LCAP Goal 3 Action 3: $5,947
LCAP Goal 3 Action 4: -$1,577

An explanation of how effective the specific actions were in making progress toward the goal.

After close analysis of our metrics, about half of our LCAP Goal 3 metrics demonstrated progress toward our goal.

We continued to maintain active participation in our community and engagement committees and are on target to serve a similar number of student in an enriching summer school program. In addition, our goal is to plan for our 1st summer school graduation for our students that were not able to graduate due to lack of credits but will be completing their credits during summer school 2022.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

All of our LCAP Goal 3 Actions and Services planned goals metrics and desired outcomes/actions have remained the same.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	Social-Emotional Goal FOCUS GOAL Increase the implementation of a positive climate framework to increase student wellbeing and student academic achievement while decreasing chronic absenteeism, discipline referrals, suspensions, and expulsions. LCAP Priorities: Priority 6: School Climate

An explanation of why the LEA has developed this goal.

Analysis of different domains of referral data, survey data of students, parents, and teachers to measure social emotional well-being and mental health. We will use engagement tracking, behavioral data, survey data of students, parents, teachers, and staff and data collected as part of wellness checks as metrics to monitor the social emotional well-being and mental health of students and staff are supported and to ensure the number of students and staff in need of Tier 2 and Tier 3 supports are decreasing.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Counseling Supports for Families Source: CUSD local data 2020-2021	6 Family Engagement SEL Nights	8 Family Engagement SEL Nights			9 Family Engagement SEL Nights
Site Parent Engagement Events	2 Site Parent Engagement Events	2 Site Parent Engagement Events			5 Site Parent Engagement Events

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: CUSD local data 2020-2021					
Site Community Liaison Trainings Source: CUSD local data 2020-2021	4 Community Liaison Trainings	6 Community Liaison Trainings			10 Community Liaison Trainings
Translations Services Source: CUSD local data 2020-2021	0 trainings on best practices for translation and interpretation at the site	1 training on best practices for translation and interpretation at the site			3 trainings to site staff & community liaisons regarding tools and practices for translation and interpretation
Improved Facilities Source: FIT Report 2021-2022	FIT Report 2 sites with a rating of overall Good or above	2 sites with a rating of overall Good or above			FIT Report 4 sites with a rating of Good or above

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Counseling Supports	Increased Counseling supports for students and their families to support at-promise students in both SEL and academic supports.	$70,000.00	Yes
4.2	Family Engagement Supports	Increased Family Engagement Supports *English Learner Family Engagement outreach *Title I Site Community Liaison *District Community Liaison	$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		*Sites will implement at least 4 parent engagement events to discuss tailored to site-identified parent needs. *Implementing District-wide protocols and procedures to communicate with families in a timely manner regarding student progress, ways to support student learning at home, and critical information about the school. *Provide training for liaisons to improve targeted outreach to families to increase parent engagement and to improve interpretation and translation skills, especially for meetings with specific education-related vocabulary.		
4.3	Translation Services	Provide oral interpretation and written translation services.	$75,000.00	Yes
4.4	Improved School Facilities	School facilities are maintained and in good repair.	$3,467,014.00	No
4.5	Secondary Counseling Services	Provide academic counseling to high school students to ensure completion of graduation requirements for at-risk students. Provide credit recovery curriculum to at-risk students. On-going mandatory student/parent conferences with site administration for at-risk students and families transitioning from elementary to middle school (5-6) and middle school to high school (8-9).	$259,000.00	Yes
4.6	Multi Tiered Systems of Supports	Further develop areas of support for the Social-Emotional Development of our students *Classroom workshops for students (mindfulness, relational aggression, empowerment groups etc) *Teacher/staff climate consultation *Teacher wellness groups *Teacher wellness PD for administrators *COST Meetings *SST framework and handbook (CCEIS)	$75,000.00	No

Action #	Title	Description	Total Funds	Contributing
		*SST coaching and PD (CCEIS) *Wellness Fairs *Family engagement seminars *PBIS PD - Framework implementation T1, T2 and T3 *PSW framework implemented (T3) (CCEIS)		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

All of our actions and services in LCAP Goal 4 were carried out as planned.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

During the 2021-2022 school year, there were various one time grants and categorical carryover required to be spent by end of the 2021-2022 academic school year. For those actions and services with material differences between Budgeted Expenditures and Estimated Actual Expenditures which were above the Budgeted Expenditures, state/federal grants or LCFF Base were used to pay for the overage.

Below are the actions and services with the differences between Actual Expenditures compared to Budgeted Expenditures:
*Goal 3 Action 1: $24,042
*Goal 3 Action 2: $130,423
*Goal 3 Action 3: -$41,021
*Goal 3 Action 4: -$979,576
*Goal 3 Action 5: -$1,527
*Goal 3 Action 6: -$27,136

An explanation of how effective the specific actions were in making progress toward the goal.

After close analysis of our metrics, all of our LCAP Goal 4 metrics demonstrated maintenance or progress toward our goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

All of our LCAP Goal 4 Actions and Services planned goal metrics and desired outcomes/actions have remained the same.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
5	ELA/ELD, Mathematics, and Suspension FOCUS GOAL Based on CUSD's identification for differentiated assistance, we will engage in the development of a local system and engage in a root cause analysis to ensure we improve the academic performance of ELA/ELD and mathematics and decrease the suspension rate of all students, with a particular focus on Hispanic/Latinx, English Learners, and Socio-Economically Disadvantaged students. LCAP Priorities Priority 4: Pupil Achievement

An explanation of why the LEA has developed this goal.

Analysis of of state and local assessments, engagement tracking, survey data of students, parents, teachers, and staff to increase the performance of our at-promise groups of students. We will data collected as part of student academic monitoring.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students proficient in English Language Arts - Lexia Assessment (NOTE: This assessment was used in lieu of CAASPP due to COVID-19 Pandemic)	ALL STUDENTS 3rd - 56% 4th - 50% 5th - 54% 6th - 62% 7th - 65% 8th - 74% 11th - 87% ENGLISH ONLY	ALL STUDENTS 3rd - 45% 4th - 24% 5th - 42% 6th - 38% 7th - 39% 8th - 40% 11th - 49% ENGLISH ONLY			ALL STUDENTS 3rd - 66% 4th - 60% 5th - 64% 6th - 72% 7th - 75% 8th - 84% 11th - 97% ENGLISH ONLY

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: 2020-2021 Lexia Reporting System	3rd - 51% 4th - 49% 5th - 50% 6th - 57% 7th - 65% 8th - 74% 11th - 87% ENGLISH LEARNERS 3rd - 6% 4th - 2% 5th - 24% 6th - 41% 7th - 0% 8th - 0% 9th - 0% SPECIAL EDUCATION 3rd - 4% 4th 1% 5th - 14% 6th - 10% 7th - 4% 8th - 1% 11th - 4% WHITE 3rd - 19% 4th - 17% 5th - 11% 6th - 25% 7th - 25% 8th - 36%	3rd - 62% 4th - 43% 5th - 55% 6th -59% 7th - 55% 8th - 50% 11th - 69% ENGLISH LEARNERS 3rd - 15% 4th - 0% 5th - 11% 6th - 4% 7th - 5% 8th - 0% 11th - 11% SPECIAL EDUCATION 3rd - 37% 4th - 4% 5th - 25% 6th - 4% 7th - 0% 8th - 13% 11th - 4% WHITE 3rd - 68% 4th - 53% 5th - 59% 6th - 61% 7th - 65% 8th - 49%			3rd - 61% 4th - 59% 5th - 60% 6th - 67% 7th - 75% 8th - 84% 11th - 97% ENGLISH LEARNERS 3rd - 16% 4th - 12% 5th - 34% 6th - 51% 7th - 10% 8th - 10% 9th - 10% SPECIAL EDUCATION 3rd - 14% 4th 11% 5th - 24% 6th - 20% 7th - 14% 8th - 11% 11th - 14% WHITE 3rd - 29% 4th - 27% 5th - 21% 6th - 35% 7th - 35% 8th - 46%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	11th - 33% HISPANIC LATINO 3rd - 6% 4th - 4% 5th - 4% 6th - 6% 7th - 12% 8th - 7% 9th - 25% SOCIOECONOMICALLY DISADVANTAGED 3rd - 23% 4th - 8% 5th - 10% 6th - 24% 7th - 24% 8th - 15% 11th - 50%	11th - 67% HISPANIC LATINO 3rd - 16% 4th - 10% 5th - 26% 6th - 21% 7th - 21% 8th - 27% 11th - 32% SOCIOECONOMICALLY DISADVANTAGED 3rd - 16% 4th - 6% 5th - 23% 6th - 20% 7th - 22% 8th - 27% 11th - 26%			11th - 43% HISPANIC LATINO 3rd - 16% 4th - 14% 5th - 14% 6th - 16% 7th - 22% 8th - 17% 9th - 35% SOCIOECONOMICALLY DISADVANTAGED 3rd - 43% 4th - 18% 5th - 20% 6th - 34% 7th - 34% 8th - 25% 11th - 60%
English Language Proficiency Assessment for California (ELPAC) Summative Results Source: 2018-2019 CAASPP	16.4% Percent of students achieved a Level 4 on the English Language Proficiency for California (ELPAC) Summative	13.5% Percent of students achieved a Level 4 on the English Language Proficiency for California (ELPAC) Summative			26.4% Percent of Students achieving Level 4 on the English Language Proficiency for California (ELPAC) Summative Source: CAASPP 2018-2019
VAPA and STEM Services	1 District Wide VAPA & STEM After-school	1 District Wide VAPA & STEM After-school			3 District Wide VAPA & STEM After-school

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: 2020-2021 CUSD local data	Enrichment Supports @ Middle School	Enrichment Supports @ Middle School			Enrichment Supports @ Elementary, Middle, and High School

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Continue Implementation of our Multi Tiered Systems of Support (MTSS) to support our at-promise groups of students	Develop and implement a Tier 2 and Tier 3 Intervention model	$50,000.00	Yes
5.2	Elementary Reading Intervention Teachers	Elementary students reading below grade level will receive targeted, small group, pull-out reading intervention instruction by certificated reading teachers. (4.6 Full-Time Equivalent)	$348,246.00	Yes
5.3	Increased during school and after school enrichment services	Increased Enrichment Services for our at-promise students *Visual Arts and Performing Arts Specialists *Science Technology Engineering Art Mathematics Specialists	$150,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

All of our actions and services in LCAP Goal 5 were carried out as planned.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

During the 2021-2022 school year, there were various one time grants and categorical carryover required to be spent by end of the 2021-2022 academic school year. For those actions and services with material differences between Budgeted Expenditures and Estimated Actual Expenditures which were above the Budgeted Expenditures, state/federal grants or LCFF Base were used to pay for the overage.

Below are the actions and services with the differences between Actual Expenditures compared to Budgeted Expenditures:

Goal 5 Action 1: $44,042
Goal 5 Action 2: $104,661
Goal 5 Action 3: -$148,500

An explanation of how effective the specific actions were in making progress toward the goal.

After close analysis of our metrics, all of our LCAP Goal 5 metrics demonstrated progress toward our goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

All of our LCAP Goal 5 Actions and Services planned goal metrics and desired outcomes/actions have remained the same.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$2,399,344	0%

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.03%	7.67%	$1,988,625.52	16.70%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

LCAP Goal 1: STUDENT ACHIEVEMENT (Academic & Social-Emotional)

The actions and services listed below will be principally directed to support the unique academic and social-emotional needs of our unduplicated subgroups. English learners, Foster Youth, and Low-Income students had a significant gap in both social and academic achievement. More than ever, as we enter our post-COVID19 pandemic, we continue to notice an increased need to support the social-emotional needs of our English Learners, Foster Youth, and low-income students to ensure they can access the academic component of education. Local and state data have indicated a decline in both the academic and social-emotional needs of our students.

By providing highly qualified staff with the needed professional development, our staff will be equipped with the tools needed to support our student's academic and social needs. We will continue to support our students with our CORE content, however, we would like to emphasize the need to provide a standards-aligned curriculum and professional development in the science using NGSS and opportunities for our students to grow. By integrating STEAM activities and focusing on NGSS, our students will be prepared for college and careers in the fields of STEAM. Our goal is to also continue to maintain our current CTE pathways but also grow pathways in STEAM. Using John Hattie's research (https://visible-learning.org/) as well as guidance from our San Mateo County Office of Education and California Department of Education, we have determined that collective teacher efficacy and professional development can have a positive impact on students'

academic and social achievement.

The actions and services for LCAP Goal - 1 were either carried over or modified. We determined via our metrics there was a positive impact on the goal described. Due to the COVID-19 pandemic, there were some metrics that could not be measured as effectively as others and we will utilize 2021-2022 data as a baseline for some of our actions and services.

Highly Qualified Staff (Action 1) | We are going to monitor and measure the effectiveness of these actions by maintaining 100% highly qualified staff.

New Teacher Induction Program (Action 2) | We are going to monitor and measure the effectiveness of these actions by maintaining 100% participation of new teachers in the Teacher Induction Program.

Increased Professional Development: All Students (Action 3) | We are going to monitor and measure the effectiveness of these actions by increasing professional development for all CUSD Certificated staff from 6 professional development opportunities to 10 professional development opportunities.

Increased Professional Development - At-Promise Students: LEA-wide (Action 4) | We are going to monitor and measure the effectiveness of these actions by enrolling all new teachers in the Teacher Induction Program.

NGSS Instruction - Elementary (Action 5) | We are going to monitor and measure the effectiveness of these actions by achieving 40% Proficient or Above in the California Science Test (CAST).

NGSS Support (Action 6) | We are going to monitor and measure the effectiveness of these actions by maintaining 8 yearly Science collaboration meetings.

Career Technical Education Program (Action 8) | We are going to monitor and measure the effectiveness of these actions by increasing from 3 to 4 CTE Pathways.

LCAP Goal 2: AT-PROMISE STUDENTS

The actions and services listed below will be principally directed to support the unique academic and social-emotional needs of our unduplicated subgroups. English learners, Foster Youth, and Low-Income students had a significant gap in both social and academic achievement. More than ever, as we enter our post-COVID19 pandemic, we continue to notice an increased need to support the social-emotional needs of our English Learners, Foster Youth, and low-income students to ensure they can access the academic component of education. Local and state data have indicated a decline in both the academic and social-emotional needs of our students.

By providing the specific actions and services listed below, our English Learners, Low Income, and Foster Youth students will have the standards-aligned curriculum and an MTSS framework that will provide safety nets of support throughout the school year. This will include

MTSS interventions, ELA/ELD curriculum and intervention curriculum adoption, reduced class size, Spanish courses to support our English Learners, and a technology-enhanced curriculum. Our Universal TK-2 Literacy Screening will support us with the design of interventions needed in ELA/ELD and Mathematics in order to provide meaningful interventions throughout the academic school year.

Using John Hattie's research (https://visible-learning.org/) as well as guidance from our San Mateo County Office of Education and California Department of Education, we have determined that collective teacher efficacy, tutoring, and comprehensive programs can have a positive impact on students' academic and social achievement.

The actions and services for LCAP Goal - 2 were either carried over or modified. We determined via our metrics there was a positive impact on the goal described. Due to the COVID-19 pandemic, there were some metrics that could not be measured as effectively as others and we will utilize 2021-2022 data as a baseline for some of our actions and services.

English Language Arts district-wide aligned curriculum (Action 1) | We are going to monitor and measure the effectiveness of these actions by adopting and maintaining an English Language Arts district-wide aligned curriculum.

MTSS Implementation: District Wide formative and summative assessments (Action 3) | We are going to monitor and measure the effectiveness of these actions by maintaining 1 District-wide English Language Arts Assessment (Elementary and Secondary), 1 District-wide English Language Development Assessment (Secondary), 1 District-wide Mathematics Assessment (Secondary) and also adopting a district-wide English Language Development and Mathematics Assessment (Elementary).

PreK-12th Expanded Supports and Services (Action 4) | We are going to monitor and measure the effectiveness of these actions comparing the growth of our state and local assessments.

Grades TK-3 reduced ratio of 24-to-1 (Action 5) | We are going to monitor and measure the effectiveness of these actions by maintaining 1 District-wide English Language Arts Assessment (Elementary and Secondary), 1 District-wide English Language Development Assessment (Secondary), 1 District-wide Mathematics Assessment (Secondary) and also adopting a district-wide English Language Development and Mathematics Assessment (Elementary).

Spanish Courses (Action 6) | We are going to monitor and measure the effectiveness of these actions by measuring the AP exam with at least 69% of seniors with a score of 4 or higher.

Dual Immersion Preschool (Action 7) | We are going to monitor and measure the effectiveness of these actions by developing 1 dual-immersion language preschool.

Technology Enhanced Curriculum LEA-wide (Action 10) | We are going to monitor and measure the effectiveness of these actions by maintaining 4 technology-enhanced curricula to support literacy.

LCAP Goal 3: STUDENT& PARENT ENGAGEMENT (ACADEMIC & SOCIAL-EMOTIONAL)

The actions and services listed below will be principally directed to support the unique academic and social-emotional needs of our unduplicated subgroups. English learners, Foster Youth, and Low-Income students had a significant gap in both social and academic achievement. More than ever, as we enter our post-COVID19 pandemic, we continue to notice an increased need to support the social-emotional needs of our English Learners, Foster Youth, and low-income students to ensure they can access the academic component of education. Local and state data have indicated a decline in both the academic and social-emotional needs of our students.

By providing the specific action and service listed below, selected English Learners, Low Income, and Foster Youth will have an extended school year in the summer months that will provide both a rigorous yet engaging summer school experience. Using John Hattie's research (https://visible-learning.org/) as well as guidance from our San Mateo County Office of Education and California Department of Education, we have determined that collective teacher efficacy, tutoring, comprehensive programs, and out of school curricula experiences can have a positive impact on students' academic and social achievement.

The actions and services for LCAP Goal - 3 were either carried over or modified. We determined via our metrics there was a positive impact on the goal described. Due to the COVID-19 pandemic, there were some metrics that could not be measured as effectively as others and we will utilize 2021-2022 data as a baseline for some of our actions and services.

Summer School Interventions: LEA-wide (Action 1) | We are going to monitor and measure the effectiveness of these actions by serving a minimum of 550 students in need of academic and/or social interventions.

LCAP Goal 4: SOCIAL-EMOTIONAL

The actions and services listed below will be principally directed to support the unique social-emotional needs of our unduplicated subgroups (English Learners, Low Income, and Foster Youth) and their families through systemic MTSS structures. In order for our English Learners, Low Income, and Foster Youth to excel academically, we must first address their social-emotional needs. Local data have indicated a decline in the social-emotional needs of our English Learners, Low Income, and Foster Youth students which could be seen by the decline in grades, partial attendance, and referrals to counseling.

By providing the specific actions and services listed below, selected unduplicated students will have various social-emotional supports to support their journey in returning to school. This will also include a focus on providing wrap-around services that will also support our families in providing social-emotional supports at home. Using John Hattie's research (https://visible-learning.org/) as well as guidance from our San Mateo County Office of Education and California Department of Education, we have determined that home visits, counseling, and positive self-concept are experiences that can have a positive impact on students' academic and social achievement.

The actions and services for LCAP Goal - 4 were either carried over or modified. We determined via our metrics there was a positive impact on the goal described. Due to the COVID-19 pandemic, there were some metrics that could not be measured as effectively as others and we will utilize 2021-2022 data as a baseline for some of our actions and services.

Counseling Supports LEA-wide (Action 1) | We are going to monitor and measure the effectiveness of these actions by increasing from 6 to 9 family engagement SEL nights.

Family Engagement Supports LEA-wide (Action 2) | We are going to monitor and measure the effectiveness of these actions by increasing from 2 to 5 parent engagement events.

Translation Services: LEA-wide (Action 3) | We are going to monitor and measure the effectiveness of these actions by increasing from 4 to 10 community liaison training days.

Improved School Facilities (Action 4) | We are going to monitor and measure the effectiveness of these actions by increasing the FIT report from 2 sites to 4 sites with a rating of Good or above.

Secondary Counseling Services: School-wide (Action 5) | We are going to monitor and measure the effectiveness of these actions by increasing from 6 to 9 family engagement SEL nights.

Multi-Tiered Systems of Supports (Action 6) | We are going to monitor and measure the effectiveness of these actions by increasing from 6 to 9 family engagement SEL nights.

LCAP Goal 5: ELA/ELD, MATHEMATICS, AND SUSPENSION

The actions and services listed below will be principally directed to support the unique academic and social-emotional needs of our unduplicated subgroups (English Learners, Low Income, and Foster Youth), particularly in ELA/ELD, Mathematics, and Suspension. Our English Learners, Low Income, and Foster Youth already had a significant gap in ELA/ELD, Mathematics, and Suspension prior to the COVID-19 pandemic as measured by the local qualitative and quantitative measures. It is important for our district to explicitly focus on the unique needs of English Learners, Low Income, and Foster Youth in ELA/ELD, Math, and Suspension to close a learning and attendance gap that has widened due to the post effects of the COVID19 pandemic. Based on CUSD's identification for differentiated assistance, we will engage in the development of a local system and engage in a root cause analysis to ensure we improve the academic performance of ELA/ELD and mathematics and decrease the suspension rate of all students, with a particular focus on Hispanic/Latinx, English Learners, and low-income students. Local and state data have indicated a decline in both the academic and social-emotional needs of our students within ELA/ELD, Math, and Suspensions.

By providing the specific actions and services listed below, our unduplicated students will have the standards-aligned curriculum and an MTSS framework that will provide safety nets of support throughout the school year. This will include MTSS interventions, ELA/ELD and Mathematics interventions, enrichment learning opportunities for during school, after school, and summer school, and additional counseling services at the secondary level.

Using John Hattie's research (https://visible-learning.org/) as well as guidance from our San Mateo County Office of Education and California Department of Education, we have determined that collective teacher efficacy, tutoring, and comprehensive programs can have a positive

impact on students' academic and social achievement.

The actions and services for LCAP Goal - 5 were either carried over or modified. We determined via our metrics there was a positive impact on the goal described. Due to the COVID-19 pandemic, there were some metrics that could not be measured as effectively as others and we will utilize 2021-2022 data as a baseline for some of our actions and services.

Continue MTSS Implementation: LEA-wide (Action 1) | We are going to monitor and measure the effectiveness of these actions by increasing by 10% students performance in Lexia Rapid Assessment (3rd-8th and 11th) per subgroup: All Students, English Only, English Learners, Special Education, White, Hispanic Latino, and Socio-Economically Disadvantaged.

Elementary Reading Intervention Teachers: LEA-wide (Action 2) | We are going to monitor and measure the effectiveness of these actions by increasing by 10% students performance in Lexia Rapid Assessment (3rd-8th and 11th) per subgroup: All Students, English Only, English Learners, Special Education, White, Hispanic Latino, and Socio-Economically Disadvantaged.

Increased during and after school enrichment: Schoolwide (Action 3) | We are going to monitor and measure the effectiveness of these actions by increasing from 1 to 3 district-wide VAPA & STEM after-school enrichment supports in elementary.

Secondary Counseling Services: Schoolwide (Action 5) | We are going to monitor and measure the effectiveness of these actions by increasing by 10% students performance in Lexia Rapid Assessment (3rd-8th and 11th) per subgroup: All Students, English Only, English Learners, Special Education, White, Hispanic Latino, and Socio-Economically Disadvantaged.

SUMMARY

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population (English Learners, Low Income, and Foster Youth) with further consideration of the actions design, content, method, and/or location that best meets the identified need. All actions were developed using careful analysis of data and input from our stakeholders.

These contributing actions are principally directed toward our unduplicated student population to help Cabrillo Unified School District be effective in meeting our LCAP goals and the identified needs of the unduplicated student groups. In the goals section of this plan, each action marked “yes” for contributing contains a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping close equity and performance gaps and meet the goals of the district. Our intention is to increase transparency for stakeholders when reading this plan so they can better understand the rationale behind each unique district-wide action. Many of these actions and services are being performed on a school-wide or districtwide basis in order to increase the overall efficiency and effectiveness of our programs.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Using the calculation tool provided by the state, CUSD has calculated that it will receive $2,339,221, in Supplemental funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been calculated at 8.78%. CUSD has will meet the 8.78% proportionality percentage by planning to expend all the supplemental funds on actions or services that are principally directed towards the unduplicated student population as summarized in the prompt above and as explained in detail in each contributing action description within this plan.

Goal 1, Action 3: Increased Professional Development - All Students (LEA-wide)
The contributing service/action will provide specific professional development to all staff on topics principally directed to our unduplicated pupils (English Learners, Low Income, and Foster Youth). Topics will include the following:

Professional development will be provided to faculty:
*Multi-Tiered System of Support
*Social-Emotional Learning
*Cultural Proficiency
*Comprehension Across Content Areas Universal Design for Learning
*Mathematics Professional Development (TK-12)
*English Language Arts / ELD Standards and instructional strategies
*VAPA Professional Development
*K-12 Science teachers K-12 focused on Next Generation Science Standards *Integration of technology into the curriculum
*Gathering and analyzing student performance data, including formative and summative assessment.

Goal 1, Action 4: Increased Professional Development - At-Promise Students (LEA-wide)
The contributing service/action will provide specific professional development to all staff on topics principally directed to our unduplicated pupils (English Learners, Low Income, and Foster Youth). Topics will include the following:

*Multi-Tiered System of Support
*Social-Emotional Learning
*Cultural Proficiency
*Comprehension Across Content Areas Universal Design for Learning
*Mathematics Professional Development (TK-12)
*English Language Arts / ELD Standards and instructional strategies
*VAPA Professional Development
*K-12 Science teachers K-12 focused on Next Generation Science Standards *Integration of technology into the curriculum
*Gathering and analyzing student performance data, including formative and summative assessment.

Goal 2, Action 4: PreK-12th Expanded Supports and Services

PreK-12th Expanded supports will increase capacity to provide all students with access to a well-rounded education, improve conditions for student learning, and improve use of technology to improve the academic achievement and digital literacy of all students. This will include an increase in VAPA and expanded learning supports above and beyond CORE instructional supports.

Goal 2, Action 8: Big Lift (Early Literacy Initiative) Collaborative
The contributing service/action is providing our at-promise students with increased literacy supports through additional services and resources.

Goal 2, Action 9: English Language Development Interventions & Curriculum
This action will address the need by aligning a district-wide ELD curriculum directly aligned to our CA ELD standards and increase the performance of our EL students on the ELPAC.

Goal 2, Action 10: Technology Enhanced Curriculum
This action will address the need by providing Common Core state standards technology-enhanced intervention curriculum to support intervention instruction.

Goal 2, Action 12: English Language Development Secondary Sections
This action will address the need by providing ELD sections with targeted intervention aligned to ELPAC Task Types within the same ELPAC level (Emerging, Expanding, Bridging)

Goal 3, Action 1: Summer School Interventions
The service/action is identified to meet the need of our at-promise students (English Learner, Socio-economically Disadvantaged, Hispanic/Latino, Special Education, and other low performing students) to provide both enrichment services and supports in ELA/ELD, STEAM, and VAPA.

Goal 4, Action 1: Counseling Supports
The service/action is identified to meet the need of students and their families to support at-promise students in both SEL and academic supports.

Goal 4, Action 2: Family Engagement Supports
The service/action is identified to meet the need of our English Learner students and their families. An example of a strategy is to implement district-wide protocols and procedures to communicate with families in a timely manner regarding student progress, ways to support student learning at home, and critical information about the school.

Goal 4, Action 3: Translation Services
The service/action is identified to meet the need of our Spanish-speaking families which represent about 50% of families and are in need of translation and interpretation services to access school services. This will include training and services such as oral interpretation and written translation services.

Goal 4, Action 5: Secondary Counseling Services
The service/action is identified to meet the need of our at-promise secondary students. This action will provide academic counseling to high school students to ensure the completion of graduation requirements for at-risk students. Provide credit recovery curriculum to at-risk students. On-going mandatory student/parent conferences with site administration for at-risk students and families transitioning from elementary to middle school (5-6) and middle school to high school (8-9).

Goal 5, Action 1: Continue Implementation of our Multi-Tiered Systems of Support (MTSS) to support our at-promise groups of students
The service/action is identified to meet the need to further define and provide Tier 2 and Tier 3 Interventions to our at-promise students in order to support social and academic achievement.

Goal 5, Action 2: Elementary Reading Intervention Teachers
The service/action is identified to meet the need additional during school and after school interventions. These interventions will support our elementary students reading below grade level will receive targeted, small group, pull-out reading intervention instruction by certificated reading teachers.

Goal 5, Action 3: Increased during school and after school enrichment service
The service/action is identified to meet the need additional during school and after school interventions and enrichment services in STEAM and VAPA. These interventions will support our elementary and middle school students performing below grade level.

Our increased and improved goals, actions, and services will support our collective impact as a district by increasing and improving the overall quality of supports for our unduplicated and at-promise students. Below are the themes describing this impact:

John Hattie's indicators of success support the importance of increasing teacher capacity to ensure they have the tools necessary to successfully impact instruction. By increasing professional development with a focus on integrated and designated ELD strategies across all curriculum areas and by increasing during school, after school, and summer programs and interventions for English Learners, these strategies will help our English Learners achieve language proficiency at a faster rate and by default will decrease our percentage of long term English Learners.

Other strategies that will support our unduplicated students who are chronically absent are frequent monitoring of student engagement and performance through COST and SST teams, increased professional development through positive behavior intervention systems, and increased parent communication on attendance and students' academic performance. These strategies are a few examples of how our actions and services will decrease the chronic absenteeism rate of our unduplicated pupils.

As part of our MTSS structures around Social-Emotional wellbeing, our actions and services will increase counseling services for our unduplicated students. This includes an increase in Mental Health services for our students, families, and staff. In addition, we are bringing in SEL supporters that are multicultural and bilingual and will receive culturally relevant SEL services. Other strategies include, and embedding

VAPA and STEAM enrichment, our unduplicated students and their families will have a strong foundation for success in college and/or career.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Not Applicable. Cabrillo Unified School District does not receive concentration funding.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	TBD	NA
Staff-to-student ratio of certificated staff providing direct services to students	TBD	NA

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$36,751,141.00	$1,900,000.00	$113,100.00	$70,833.00	$38,835,074.00	$34,427,006.00	$4,408,068.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Highly Qualified Staff	All	$27,900,091.00				$27,900,091.00
1	1.2	New Teacher Induction Program	All				$53,833.00	$53,833.00
1	1.3	Increased Professional Development (All Students)	English Learners Foster Youth Low Income	$10,000.00				$10,000.00
1	1.4	Increased Professional Development (At-Promise Students)	English Learners Foster Youth Low Income	$10,000.00			$10,000.00	$20,000.00
1	1.5	NGSS Instruction - Elementary	All	$21,381.00		$103,000.00		$124,381.00
1	1.6	NGSS Support	All			$10,100.00		$10,100.00
1	1.7	AVID Program	English Learners Foster Youth Low Income	$190,000.00				$190,000.00
1	1.8	Career Technical Education Program	All	$109,000.00				$109,000.00
1	1.9	Credit Recovery	English Learners Foster Youth Low Income	$60,000.00				$60,000.00
1	1.10	Early College Access (At-Promise Students)	English Learners Foster Youth Low Income	$10,000.00				$10,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.11	Special Education Services	Students with Disabilities	$1,444,311.00	$1,900,000.00			$3,344,311.00
2	2.1	District-wide Literacy Supports	All	$100,000.00				$100,000.00
2	2.2	English Language Development district-wide aligned curriculum	English Learners	$60,000.00				$60,000.00
2	2.3	MTSS Implementation: District Wide formative and summative assessments	All	$100,000.00				$100,000.00
2	2.4	PreK-12th Expanded Supports and Programs	English Learners Foster Youth Low Income	$150,000.00				$150,000.00
2	2.5	Grades TK-3 reduced ratio of 24-to-1	All	$500,000.00				$500,000.00
2	2.6	Spanish Courses	All	$500,000.00				$500,000.00
2	2.7	Dual Immersion Preschool	All	$100,000.00				$100,000.00
2	2.8	Big Lift (Early Literacy Initiative) Collaborative	English Learners Foster Youth Low Income	$3,000.00			$7,000.00	$10,000.00
2	2.9	English Language Development Interventions & Curriculum	English Learners	$110,000.00				$110,000.00
2	2.10	Technology Enhanced Curriculum	English Learners Foster Youth Low Income	$33,221.00				$33,221.00
2	2.11	Dyslexia Intervention and Common Core Aligned Materials	Students with Disabilities	$15,000.00				$15,000.00
2	2.12	English Language Development Secondary Sections	English Learners	$50,000.00				$50,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.13	English Language Development Specialists	English Learners	$300,000.00				$300,000.00
3	3.1	Summer School Interventions	English Learners Foster Youth Low Income	$155,877.00				$155,877.00
3	3.2	Interventions and Tutoring	English Learners Foster Youth Low Income	$150,000.00				$150,000.00
3	3.3	Community & Parent Engagement Committees	All	$20,000.00				$20,000.00
3	3.4	Family & Student Case Management	English Learners	$5,000.00				$5,000.00
4	4.1	Counseling Supports	English Learners Foster Youth Low Income	$70,000.00				$70,000.00
4	4.2	Family Engagement Supports	English Learners Foster Youth Low Income	$150,000.00				$150,000.00
4	4.3	Translation Services	English Learners	$75,000.00				$75,000.00
4	4.4	Improved School Facilities	All	$3,467,014.00				$3,467,014.00
4	4.5	Secondary Counseling Services	English Learners Foster Youth Low Income	$259,000.00				$259,000.00
4	4.6	Multi Tiered Systems of Supports	All	$75,000.00				$75,000.00
5	5.1	Continue Implementation of our Multi Tiered Systems of Support (MTSS) to support our at-promise groups of students	English Learners Foster Youth Low Income	$50,000.00				$50,000.00
5	5.2	Elementary Reading Intervention Teachers	English Learners Foster Youth Low Income	$348,246.00				$348,246.00
5	5.3	Increased during school and after	English Learners Foster Youth Low Income	$150,000.00				$150,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		school enrichment services						

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
26560463	$2,399,344	9.03%	7.67%	16.70%	$2,399,344.00	0.00%	9.03 %	**Total:**	$2,399,344.00
								LEA-wide Total:	$1,052,344.00
								Limited Total:	$1,093,877.00
								Schoolwide Total:	$419,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.3**	Increased Professional Development (All Students)	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
1	**1.4**	Increased Professional Development (At-Promise Students)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
1	**1.7**	AVID Program	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Cunha Intermediate & Half Moon Bay High School 6th-12th grade	$190,000.00	
1	**1.9**	Credit Recovery	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Pilarcitos & Half Moon Bay High Schools	$60,000.00	
1	**1.10**	Early College Access (At-Promise Students)	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Half Moon Bay and Pilarcitos High	$10,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						Schools		
2	2.2	English Language Development district-wide aligned curriculum	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$60,000.00	
2	2.4	PreK-12th Expanded Supports and Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$150,000.00	
2	2.8	Big Lift (Early Literacy Initiative) Collaborative	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools	$3,000.00	
2	2.9	English Language Development Interventions & Curriculum	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Elementary Schools	$110,000.00	
2	2.10	Technology Enhanced Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$33,221.00	
2	2.12	English Language Development Secondary Sections	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Secondary Schools	$50,000.00	
2	2.13	English Language Development Specialists	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Hatch, El Granada, Cunha, and Half Moon Bay High School	$300,000.00	
3	3.1	Summer School Interventions	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$155,877.00	
3	3.2	Interventions and Tutoring	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$150,000.00	
3	3.4	Family & Student Case Management	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$5,000.00	
4	4.1	Counseling Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$70,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.2	Family Engagement Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$150,000.00	
4	4.3	Translation Services	Yes	LEA-wide	English Learners	All Schools	$75,000.00	
4	4.5	Secondary Counseling Services	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cunha Intermediate and Half Moon Bay High School 6th-8th grade	$259,000.00	
5	5.1	Continue Implementation of our Multi Tiered Systems of Support (MTSS) to support our at-promise groups of students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	
5	5.2	Elementary Reading Intervention Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools	$348,246.00	
5	5.3	Increased during school and after school enrichment services	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools	$150,000.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$34,374,702.00	$38,182,340.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Highly Qualified Staff	No	$19,780,991.00	$24,092,698
1	**1.2**	New Teacher Induction Program	No	$68,000.00	$72,750
1	**1.3**	Increased Professional Development (All Students)	Yes	$20,000.00	$21,162
1	**1.4**	Increased Professional Development (At-Promise Students)	Yes	$15,000.00	$5,480
1	**1.5**	NGSS Instruction - Elementary	No	$116,000.00	$118,132
1	**1.6**	NGSS Support	No	$15,000.00	$15,000
1	**1.7**	AVID Program	Yes	$150,000.00	$157,803
1	**1.8**	Career Technical Education Program	No	$109,000.00	$105,565
1	**1.9**	Credit Recovery	Yes	$75,000.00	$63,005
1	**1.10**	Early College Access (At-Promise Students)	Yes	$10,000.00	$9,750

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Special Education Services	No	$2,766,476.00	$3,344,311
2	2.1	English Language Arts district-wide aligned curriculum	No	$300,000.00	$300,000
2	2.2	English Language Development district-wide aligned curriculum	Yes	$60,000.00	$60,000
2	2.3	MTSS Implementation: District Wide formative and summative assessments	No	$100,000.00	$73,440
2	2.4	Universal TK-2 Literacy Screener	Yes	$50,000.00	$1,416
2	2.5	Grades TK-3 reduced ratio of 24-to-1	No	$4,500,000.00	$4,968,390
2	2.6	Spanish Courses	No	$500,000.00	$471,309
2	2.7	Dual Immersion Preschool	No	$200,000.00	$0
2	2.8	Big Lift (Early Literacy Initiative) Collaborative	Yes	$10,000.00	$10,000
2	2.9	English Language Development Interventions & Curriculum	Yes	$110,000.00	$54,836
2	2.10	Technology Enhanced Curriculum	Yes	$33,221.00	$7,772
2	2.11	Dyslexia Intervention and Common Core Aligned Materials	No	$15,000.00	$1,105

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.12	English Language Development Secondary Sections	Yes	$100,000.00	$83,995
2	2.13	English Language Development Specialists	Yes	$200,000.00	$142,993
3	3.1	Summer School Interventions	Yes	$200,000.00	$77,870
3	3.2	Interventions and Tutoring	Yes	$150,000.00	$677
3	3.3	Community & Parent Engagement Committees	No	$20,000.00	$25,947
3	3.4	Family & Student Case Management	Yes	$5,000.00	$3,423
4	4.1	Counseling Supports	Yes	$70,000.00	$188,084
4	4.2	Family Engagement Supports	Yes	$150,000.00	$278,505
4	4.3	Translation Services	Yes	$75,000.00	$33,944
4	4.4	Improved School Facilities	No	$3,467,014.00	$2,487,438
4	4.5	Secondary Counseling Services	Yes	$259,000.00	$257,473
4	4.6	Multi Tiered Systems of Supports	No	$75,000.00	$47,864
5	5.1	Continue Implementation of our Multi Tiered Systems of Support	Yes	$50,000.00	$94,042

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
		(MTSS) to support our at-promise groups of students			
5	**5.2**	Elementary Reading Intervention Teachers	Yes	$400,000.00	$504,661
5	**5.3**	Increased during school and after school enrichment services	Yes	$150,000.00	$1,500

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$2,325,221	$2,325,221.00	$1,892,772.00	$432,449.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Increased Professional Development (All Students)	Yes	$20,000.00	$21,162		
1	1.4	Increased Professional Development (At-Promise Students)	Yes	$5,000.00	$5,000		
1	1.7	AVID Program	Yes	$150,000.00	$157,803		
1	1.9	Credit Recovery	Yes	$75,000.00	$63,005		
1	1.10	Early College Access (At-Promise Students)	Yes	$10,000.00	$9,750		
2	2.2	English Language Development district-wide aligned curriculum	Yes	$60,000.00	$60,000		
2	2.4	Universal TK-2 Literacy Screener	Yes	$50,000.00	$1,416		
2	2.8	Big Lift (Early Literacy Initiative) Collaborative	Yes	$3,000.00	$3,000		
2	2.9	English Language Development Interventions & Curriculum	Yes	$110,000.00	$54,836		
2	2.10	Technology Enhanced Curriculum	Yes	$33,221.00	$9,058		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.12	English Language Development Secondary Sections	Yes	$100,000.00	$83,995		
2	2.13	English Language Development Specialists	Yes	$200,000.00	$75,657		
3	3.1	Summer School Interventions	Yes	$200,000.00	$77,870		
3	3.2	Interventions and Tutoring	Yes	$150,000.00	$677		
3	3.4	Family & Student Case Management	Yes	$5,000.00	$3,423		
4	4.1	Counseling Supports	Yes	$70,000.00	$94,042		
4	4.2	Family Engagement Supports	Yes	$150,000.00	$280,423		
4	4.3	Translation Services	Yes	$75,000.00	$33,979		
4	4.5	Secondary Counseling Services	Yes	$259,000.00	$257,473		
5	5.1	Continue Implementation of our Multi Tiered Systems of Support (MTSS) to support our at-promise groups of students	Yes	$50,000.00	$94,042		
5	5.2	Elementary Reading Intervention Teachers	Yes	$400,000.00	$504,661		
5	5.3	Increased during school and after school enrichment services	Yes	$150,000.00	$1,500		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$25,927,321	$2,325,221	6.00%	14.97%	$1,892,772.00	0.00%	7.30%	$1,988,625.52	7.67%

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

***Projected Percentage to Increase or Improve Services for the Coming School Year*:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])
>
> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
    - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
    - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
    - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Cabrillo Unified School District	Sean McPhetridge Superintendent	mcphetridges@cabrillo.k12.ca.us 1(650) 712-7100

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

At Cabrillo Unified School District (CUSD), we have set up amazing educational partner committees to support the input of various initiatives. These groups are comprised of site parent leaders, parent leaders of children learning English, classified union leaders and staff, certificated union leaders and staff, and site/district administrators. We have set up the following meetings to obtain input from this group and other pertinent stakeholder groups including, Homeless/Foster Youth/Migrant/Incarcerated youth/Underserved Students/Civil Rights Groups/ Tribes/ Advocates:

In addition, we have obtain input from our leadership teams and the public at large at the following meetings below:

Wednesday, July 21, 2021
Executive Leadership Meeting

12:00-2:00 pm

August 3, 2021
Leadership Meeting
10:30-12:30 pm

August 12, 2021
CUSD Governing Board Meeting | ESSR Public Hearing
6:00 pm

August 12, 2021
OSSC Meeting
3:30-4:30 pm

September 15, 2021
OSSC Meeting
3:30-4:30 pm

October 20, 2021
OSSC Meeting
3:30-4:30 pm

December 15, 2021
OSSC Meeting
3:30-4:30 pm

The Cabrillo Unified School District engaged in meaningful consultation with families under the categories of Homeless/Foster Youth/Migrant/Incarcerated youth/Underserved Students/Civil Rights Groups/ Tribes/ Advocates) on August 12 2021. This included a public hearing on August 12, 2022 and meetings through our Opening of Schools Steering (OSSC) Committee meeting. Our OSSC and leadership teams returned to their sites to obtain the desired input from all site based committee.

After multiple attempts to engage, the Cabrillo Unified School District evaluated its stakeholder engagement opportunities and determined that limited groups including Civil Rights Groups (ALAS), Migrant Families, English Learner Families, and Homeless families were present and Tribes/Advocates were not present in the LEA stakeholder meetings held.

We will continue to engage our educational partners on the progress of our 2021-2022 Local and Accountability Plan (LCAP) along with the use of the Budget Act of 2021 funds that were not included in our 2021-2022 LCAP at the following meetings (tentatively scheduled):

Wednesday | February 9, 2022

District English Learner Advisory Committee | DELAC
(Spanish)
6:30 - 8:00 pm

Wednesday | February 16, 2022
Organization Supporting Schools of Cabrillo | OSSC
(English & Spanish)
3:30 - 4:30 pm

Thursday | February 17, 2022
Cabrillo Unified Teachers' Association | CUTA
Certificated Teachers Union
(English)

Wednesday | March 2, 2022
Parent Teacher Organization | PTO
(English)

Wednesday | March 2, 2022
CUSD Educational Partner Meeting
(English & Spanish)

Wednesday | March 8, 2022
California School Employees Association | CSEA
Classified Union
(English)

The educational partner engagement will consist of a remote meeting and a virtual presentation of the status of our current LCAP goals along with the goals of funding resources that were not included in the LCAP such as funding through the Budget Act of 2021 not limited to ESSER I, II, III Funds, Educator Effectiveness Grant, In-Person Instruction, Expanded Learning Opportunities Fund, and other state and local funds.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Not applicable for Cabrillo Unified School District because we do not receive concentration funds.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

ESSER III EXPENDITURE PLAN ENGAGEMENT SUMMARY

For our ESSER III Expenditure Plan, we set up an amazing group of stakeholders to support the input of various initiatives. This group is comprised of site parent leaders, parent leaders of children learning English, classified union leaders and staff, certificated union leaders and staff, and site/district administrators. We set up the following meetings to obtain input from this group and other pertinent stakeholder groups:

Tuesday, February 9, 2021
DELAC
6:00-7:30 pm

Thursday, May 27, 2021
OSSC Stakeholder Meeting
3:30-5:00 pm

Wednesday, July 14, 2021
OSSC Stakeholder Meeting
12:00-1:30 pm

In addition, we obtained input from our leadership teams and the public at large at the following meetings, including a public hearing:

Wednesday, July 21, 2021
Executive Leadership Meeting
12:00-2:00 pm

August 3, 2021
Leadership Meeting
10:30-12:30 pm

August 12, 2021
CUSD Governing Board Meeting | ESSR Public Hearing
6:00 pm

The Cabrillo Unified School District engaged in meaningful consultation with families under the categories of Homeless/Foster Youth/Migrant/Incarcerated youth/Underserved Students/Civil Rights Groups/ Tribes/ Advocates) on Feb 9, May 27, July 14, 2021 and

August 12 2021. This included a public hearing on August 12, 2022 and meetings through our Opening of Schools Steering (OSSC) Committee meeting. Our OSSC and leadership teams returned to their sites to obtain the desired input from all site based committee. After multiple attempts to engage, the Cabrillo Unified School District evaluated its stakeholder engagement opportunities and determined that limited groups including Civil Rights Groups (ALAS), Migrant Families, English Learner Families, and Homeless families were present and Tribes/Advocates were not present in the LEA stakeholder meetings held.

EDUCATOR EFFECTIVENESS BLOCK GRANT ENGAGEMENT SUMMARY
For our Educator Effectiveness Gran Plan, we obtained input from our Classified, Certificated, and Administrative educational partners through virtual meetings and an online survey. We also held a public hearing during our November 18th governing board meeting to obtain input for our stakeholders at large. Our governing board meeting approved our Educator Effectiveness Block Grant on December 14, 2021.

CARES ACT
To ensure our students and staff remained in person in a COVID19 safer environment, we utilized our CARES funding to continue the purchase of Personnel Protective Equipment (PPE), including and not limited to medical grade masks, antibacterial sanitizers, air purifiers, gloves, mocks, and antibacterial wipes. In addition, due to our sever shortage of staff and substitute teaches due to COVID19 related illnesses, CARES funding was also utilized for additional staffing and hiring of long-term substitutes. COVID19 student absences has also called for the need of additional online asynchronous and synchronous academic programs to ensure our students continue to support their CORE learning both at-home and in the classroom.

ESSER III
Due to COVID19 and after our students returned from hybrid learning, many of our students have experienced different levels of academic and social learning loss. Our ESSER III funds have been used to support the following services:
*Intervention Services & Summer School & Expanded Learning Program
*Social Emotional Learning Supports
*Expanded Learning Program
*COVID 19 Classroom Readiness - HVAC Ventilation Systems

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Cabrillo Unified School District (CUSD) has implemented the American Rescue Plan Act and federal Elementary and Secondary Emergency Relief plan directly linking the goals of these plans to the goals of our Local Control Accountability Plan (LCAP), Strategies for Continuous and Safe In-Person Learning.

INTERVENTION SERVICES
After-school intervention services and training/professional Development
Interventions programs & summer intervention programs for target students to support elementary, middle, credit recovery, and A-G course requirements.

MTSS| SOCIAL EMOTIONAL LEARNING and PBIS
Further develop areas of support for the Social-Emotional Development of our students
*Classroom workshops for students (mindfulness, relational aggression, empowerment groups etc)
*Teacher/staff climate consultation
*Teacher wellness groups
*Teacher wellness PD for administrators
*COST Meetings
*SST framework and handbook (CCEIS)
*SST coaching and PD (CCEIS)
*Wellness Fairs
*Family engagement seminars
*PBIS PD - Framework implementation T1, T2 and T3
*PSW framework implemented (T3) (CCEIS)

ADDRESSING THE LOSS OF INSTRUCTIONAL TIME
Interventions programs & summer intervention programs for target students to support elementary, middle, credit recovery, and A-G course requirements.

USE OF REMAINING FUNDS
Upgrade to HVAC ventilation systems

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Cabrillo Unified School District's state, local and federal funds for the 2021-22 school year totaled $42,673,449 million at first interim. This total included $3,036,315 million dollars in federal revenue including the federal American Rescue Plan Act of 2021 and the federal Elementary and Secondary School Emergency Relief (ESSER) expenditures. Expenditures reflect specific actions related to the district goals of 1) student academic growth and proficiency, 2) student and family engagement, and 3) safe and exceptional learning environments.

The Educator Effectiveness Block Grant Plan (adopted 12/14/2021) and the ESSER III Expenditure Plan (adopted 10/14/2021) and the Safe Return to In-Person Instruction and Continuity of Services Plan have aligned and enhanced the goals and actions as well as supported and supplemented the offerings in the LCAP in the following ways:

ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF (ESSER III)

Cabrillo Unified School District (CUSD) has implemented the American Rescue Plan Act and federal Elementary and Secondary Emergency

Relief plan directly linking the goals of these plans to the goals of our Local Control Accountability Plan (LCAP), Strategies for Continuous and Safe In-Person Learning.

INTERVENTION SERVICES
*After-school intervention services and training/professional Development
*Interventions programs & summer intervention programs for target students to support elementary, middle, credit recovery, and A-G course requirements.

Our Interventions services as described in our ESSER III plan is directly aligned to our LCAP Goal 5, "Focus on Improving ELA/ELD & Math", including increase intervention services and after school enrichment opportunities for our at-promise students.

MTSS| SOCIAL EMOTIONAL LEARNING and PBIS
Further develop areas of support for the Social-Emotional Development of our students
*Classroom workshops for students (mindfulness, relational aggression, empowerment groups etc)
*Teacher/staff climate consultation
*Teacher wellness groups
*Teacher wellness PD for administrators
*COST Meetings
*SST framework and handbook (CCEIS)
*SST coaching and PD (CCEIS)
*Wellness Fairs
*Family engagement seminars
*PBIS PD - Framework implementation T1, T2 and T3
*PSW framework implemented (T3) (CCEIS)

Our MTSS Goals are directly aligned to LCAP Goal 4, "Social Emotional Supports", particularly our actions around increased counseling services.

ADDRESSING THE LOSS OF INSTRUCTIONAL TIME
Interventions programs & summer intervention programs for target students to support elementary, middle, credit recovery, and A-G course requirements. This ESSER Goal continues to directly align to our LCAP Goal 5, "Focus on Improving ELA/ELD & Math", including increase intervention services and after school enrichment opportunities for our at-promise students.

USE OF REMAINING FUNDS
Upgrade to HVAC ventilation systems. In order to support the safety and well-being of our students and staff, this ESSER goal is aligned to our LCAP Goal 4 Social-Emotional supports that encourage a safe environment.

EDUCATOR EFFECTIVENESS BLOCK GRANT
*Content Area Professional Development - Providing our teachers with content area professional development strengthens the academic

program for students.
*Coaching and mentoring staff through 1 to 1 mentors - This service will provide a supports for our staff new to the field of education.
*ELA/ELD supports including ELD specialists, ELD professional development, and a district wide adoption of an ELA/ELD curriculum. This action is in direct alignment to our LCAP Goal 2 (Support for our At-Promise Students) which is a
Strategies to Support Social Emotional Learning - This is in alignment with and supports our Safe Return to In-Person Instruction and Continuity of Services by addressing the students' social, emotional, and mental health needs. It also aligns and supports LCAP Goal 3 (Learning Environments).

Our professional development plan is in direct alignment to LCAP Goal 1 (Maximize Student Outcomes) with a direct alignment to actions 3 and 4, increased professional development to serve all students and at promise students.

Specific plan details can be found on our website utilizing the link below:

LOCAL CONTROL ACCOUNTABILITY PLAN
https://www.cabrillo.k12.ca.us/about_us/lcap_budget_plan

EDUCATOR EFFECTIVENESS BLOCK GRANT
https://www.cabrillo.k12.ca.us/our_departments/curriculum_instruction/grants

ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF FUNDING (ESSER III)
https://www.cabrillo.k12.ca.us/our_departments/curriculum_instruction/grants

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

LEA Name

Cabrillo Unified School District

CDS Code:

41-68890-0000000

Link to the LCAP:

(optional)

https://www.cabrillo.k12.ca.us/about_us/lcap_budget_plan

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A
Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A
Supporting Effective Instruction

TITLE III, PART A
Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A
Student Support and Academic Enrichment Grants

*(**note:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The state funds in the Local Control Accountability Plan are used for four major goal areas: (1) Literacy and Reclassification of English Learners, (2) College and Career Readiness, (3) Parent Engagement, and (4) Safety and School Climate. The supplemental funds are principally directed toward English Learners, Socio-economically Disadvantaged Students, Homeless, and Foster Youth.
In addition, federal funds are used to supplement and enhance retention of highly qualified district and school site administration; support interpretation, translation and parent engagement with on-site bilingual community liaisons, and professional development for teaching and support staff in the areas of English Language Arts, English Language Development; Mathematics; Science; technology; data analysis; Common Core Curriculum and newly adopted curriculum.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

To ensure alignment in the use of federal funds with activities funded by state and local funds and across different federal grant programs, expenditures are focused on enhancement and supporting activities and services that meet needs above and beyond what is provided by the state and local funds as follows:

* To enhance identified local needs and services to ensure equity and access for all in teaching and learning.
* To support the monitoring of student progress, positive student supports of behavior intervention above and beyond what is funded by state and local funds.
* To create opportunities for career and technical support at secondary schools.
* To enhance beginning teacher supports and provide for all teachers the opportunity for teams of teaching and support staff to participate in professional development.
* To provide supplementary opportunities for staff to engage in professional development and collaboration based on district and site-based goals.
* To provide for a not for profit private school consultation for each participating private school to develop their professional development needs aligned to their goals.
* To make possible above and beyond support of ongoing parent consultation, family and community engagement in the creation of the Local Control Accountability Plan and the School Plan Student Achievement at each site.
* To support goals that are aligned throughout the district to ensure an ongoing process that is reflective of enhancement activities and supports.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
(B) identifying students who may be at risk for academic failure;
(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

At CUSD, we use the Free or Reduced-Price Meal (FRPM) data to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity
ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The annual comparability report reflects comparable services being provided at all of our schools and all teachers are qualified, teaching in their field and serving students of low-income and minority children at a proportionate rate throughout our district. If the comparability report showed disproportionality, steps will be taken to remedy the disproportionality with the use of Title II funds, if needed, to provide teacher training, ensure completion of credentials, and if applicable transfer teachers to ensure proportionality.

Parent and Family Engagement
ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

To support parent and family engagement, the district and sites will engage in various activities to support meaningful family and parent engagement.

CUSD will obtain valuable input through our district and parent organizations to jointly develop and support parent and family engagement plans. Through our family engagement team, we will support the coordination, technical assistance, and other supports necessary to assist and build the capacity of all participating schools within the LEA. We will achieve this by planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education. At our Title I sites, we will have site based community liaisons that will support with site based parent and family engagement efforts.

At our Title I sites, we will coordinate and integrate parent and family engagement strategies under Title I, Part A with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs. This will include meaningful involvement of parents and family members through an annual evaluation of the content and effectiveness of our parent and family engagement policy that will improve the academic quality of all schools served with Title I, Part A funds, including identifying—

(1) Barriers to greater participation by parents in activities authorized by ESSA Section 1116 (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
(2) Needs Assessment of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and strategies to support successful school and family interactions;
(3) The use the findings of such evaluation in ESSA Section 1116(a)(2)(D) to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies described in ESSA Section 1116; and
(4) The involvement of parents in the activities of the schools served with Title I, Part A funds, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the LEA to adequately represent the needs of the population served by the LEA for the purposes of developing, revising, and reviewing the parent and family engagement policy.

At least annually parents will take a survey and regularly engage with the district and site administrative and teaching staff in meaningful consultation about Title I students, written parent, and family engagement policy. Parents and staff will jointly develop site plans and the Local Control Accountability Plan. Parents will engage in developing and monitoring the plans. The district and sites will coordinate technical support and identified needs to build the capacity of schools in planning and implementing effective parent involvement activities to improve student performance. Site leaders, staff, and parents will lead established committees and develop plans based on district and site goals addressing barriers, access and equity as reflected on the formal annual surveys, and informal ongoing parent evaluations. The District will reserve at least 1% of Title I funds for parent and family engagement activities. Schools will receive 90% of these funds and in an annual meeting parents are informed of their school's participation and the requirements of Title 1. Meeting times and location will be determined by parent needs. Information about curriculum, assessments, and standards will be provided at the beginning of the year and is available at sites. Timely and meaningful two-way communication will be used to ensure we continue to implement open door policies and regularly scheduled meetings. Parent and community needs as determined by qualitative and quantitative surveys and two-way communication, capacity building and training materials will be provided at the district and sites.

For our CSI school, Cunha Intermediate School, we involve parents in developing our CSI improvement plans utilizing our current parent organizations, ELAC/PTO/OSSC.

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

At CUSD, we we will have a family engagement team which supports district wide family engagement events for all students. Our strategy to support the implementation of an effective parent and family engagement plan has 3 pillars:

COMMUNITY LIAISONS
We will continue to fund 4 full time community liaisons to support with the implementation of our family and parent engagement plan. Our community liaisons will continue to receive multiple professional development opportunities to support with parent and family engagement goals described.

PROFESSIONAL DEVELOPMENT
We will continue to provide an array of professional development opportunities to our community liaisons, site leaders, and staff. The trainings will provide specific tools that will support the full engagement of our families. Training topics will include student academic and social emotional support at home.

FAMILY ENGAGEMENT EVENTS
The district and sites will engage in a minimum of 2 family engagement events with a focus on academic and social emotional. Families and parents will be provided with strategies that can be used at home to support student academic and social goals.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

In consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, the schools will establish a comprehensive needs assessment of the entire school. The support programs in school-wide and targeted schools will establish a school site council to develop, implement and evaluate the School Plan for Student Achievement. These plans will delineate the methods and instructional strategies that will strengthen the academic programs that support individual school and district goals. Every school will focus on increasing the amount and quality of learning time and calendar professional development and collaboration. Each school will develop a plan to provide enriched and accelerated curriculum while addressing the needs of all children in the school but particularly the needs of those not meeting the academic standards or at risk of not meeting academic standards. Annually, the plan will be evaluated. This will include the review of standardized assessments, surveys, and the overall effectiveness of the program. This data will support the development of a plan for federal budget expenses that will enhance base, state, and local funding with a target to support identified students at our Title I under the school-wide Title I program.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

CUSD does not have schools operating a targeted assistance school program under Section 1115

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Parents and guardians of homeless children will be informed of educational opportunities to support their participation in the education of their children. The District policy will continue to ensure our CUSD homeless children are not segregated or stigmatized. CUSD has a Homeless liaison who coordinates activities with other agencies and ensures that homeless children are enrolled and have full and equal opportunity to succeed in school. All school staff will continue to be aware of staff responsibilities supporting homeless youth: provide school stability, ensure immediate enrollment, and provide options for participation in extracurricular activities. CUSD has a dispute resolution process. Any equipment of $500 or more purchased with the reservation of Title I funds for homeless students is inventoried. Coursework, credits, and graduation requirements for homeless youth will continue to be ensured. Services to homeless students will continue to be comparable to those of other students throughout our district.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

CUSD will continue to provide early childhood education programs at a State Preschool with a morning and afternoon class as well as a preschool for students receiving special education services.
Transition meetings for students moving from elementary to middle and middle to high school for at-risk students will take place to ensure a successful transition between grade spans. Our AVID program will support successful transitions from elementary to middle school and middle to high school.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) coordination with institutions of higher education, employers, and other local partners; and

(B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

CUSD will provide multiple opportunities to facilitate effective transitions for students from middle school to high school and high school to postsecondary education. Our transition strategies will include the following:

(1) Beginning in elementary, we facilitate meetings for students and parents moving from elementary to middle and middle to high school for at-risk students take place to give and receive information
(2) Advancement Via Individual Determination (AVID) is an in-school academic support program for grades seven through twelve. The purpose of the program is to prepare students for college eligibility and success. AVID places academically average students in advanced classes; levels the playing field for minority, rural, low-income, and other students without a college-going tradition in their families; and targets students in the academic middle--B, C, and even D students--who have the desire to go to college and the willingness to work hard. At CUSD, AVID is available to our at-promise students to support them with the skills and tools that will open up post secondary opportunities that otherwise would not be available .(2)
(3) Career Technical Education (CTE) - CUSD currently provides CTE Pathways to students in Broadcasting, Agriscience, and Construction. Currently, we are looking into expanding CTE Pathways to include Computer Science and Visual Arts and Performing Arts.
(4) Dual Enrollment - This year, we have developed a partnership with local community colleges to provide options for students to receive college credit through a Dual Enrollment program. Dual Enrollment will increase course offerings, support CTE Pathways, and offset college costs.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and
(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The School District utilizes funds to support technology enhanced literacy at school sites, which provides for individualized learning for both students performing below and above grade level standard.

TITLE I, PART D

Description of Program
ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Cabrillo Unified School District (CUSD) does not receive Title I, Part D funds.

Formal Agreements
ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Cabrillo Unified School District (CUSD) does not receive Title I, Part D funds.

Comparable Education Program
ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Cabrillo Unified School District (CUSD) does not receive Title I, Part D funds.

Successful Transitions
ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Cabrillo Unified School District (CUSD) does not receive Title I, Part D funds.

Educational Needs
ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Cabrillo Unified School District (CUSD) does not receive Title I, Part D funds.

Social, Health, and Other Services
ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Cabrillo Unified School District (CUSD) does not receive Title I, Part D funds.

Postsecondary and Workforce Partnerships
ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Cabrillo Unified School District (CUSD) does not receive Title I, Part D funds.

Parent and Family Involvement
ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and
(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Cabrillo Unified School District (CUSD) does not receive Title I, Part D funds.

Program Coordination
ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Cabrillo Unified School District (CUSD) does not receive Title I, Part D funds.

Probation Officer Coordination
ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Cabrillo Unified School District (CUSD) does not receive Title I, Part D funds.

Individualized Education Program Awareness
ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Cabrillo Unified School District (CUSD) does not receive Title I, Part D funds.

Alternative Placements
ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Cabrillo Unified School District (CUSD) does not receive Title I, Part D funds.

TITLE II, PART A

Professional Growth and Improvement
ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The District provides professional development growth and improvement opportunities to teachers through a certified Teacher Induction Program through San Mateo County Office of Education. The District also provides support with a focus on Equity and Access to Instruction, Multi-Tiered System of Support, and Positive Behavior Intervention Systems. There are a total of 6 trainings throughout the school year, 3 led by the district and 3 led by each school site, where teachers across the district meet to receive specific training related to our 3 focal areas. Administrators meet 2-3 times per month and also receive training on our district goals and initiatives. In addition, individual school sites approve differentiated training pertaining to school based topics or a specific area of growth for selected staff. At CUSD, training is offered to all staff members, including classified, certificated, and administrators.

Prioritizing Funding
ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

The District has developed and implemented initiatives to assist in recruiting, hiring, and retaining effective teachers with an emphasis on our Title I school sites.

The initiatives include:
* Recruitment at job fairs and other countries for the dual immersion program.
* Reduction in class size.
* Support efforts to train teachers, principals, and other school leaders to effectively integrate technology and MTSS into the curriculum.
* Programs and activities that increase the ability of teachers to effectively teach students with identified disabilities, special needs.
* Professional Development on effective teaching strategies and Social-Emotional practices with a focus on early childhood education and early elementary grades.
* Professional development and capacity building with selecting and implementing formative assessments and using data to improve instruction and instruction for all but particularly the students who have not met standards.
* Professional development and inservice training designed to help educators understand when and how to refer students affected by trauma and mental illness, the use of referral mechanisms, addressing issues related to school conditions for student learning such as safety, peer interaction, chronic absenteeism, and substance abuse.
* Annually and ongoing training on how to recognize and prevent sexual abuse.
* Professional development focused on the integration of enrichment plans including ELD Master Plan, VAPA Master Plan, and STEM best practices.

Data and Ongoing Consultation to Support Continuous Improvement
ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

All Cabrillo Unified School District Educational Partners, including teachers, support staff, students, families, and community partners review school and student data to set the pace for a continuous improvement model. CUSD reviews multiple data sources, not limited to survey results, available resources, student demographics, student/school achievement (local and state), and graduation rates as applicable.

TITLE III, PART A

Title III Professional Development
ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The English Learner Program will ensure English learners in California, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic standards as all other students. The funds provided for English Learners under Title III Part A professional development are spent as second/third tier interventions to support and enhance efforts above and beyond what the base program, state/local and other federal funds cannot support. Specifically, funding supports professional development designed to improve the instruction and assessment of English Learners and to enhance the ability of teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English Learners in both Designated and Integrated English Language Development classes. Professional development in Integrated English Language Development is subject-specific at the high school and focused on mathematics at the elementary schools.

Professional development opportunities are provided to site leaders and teachers/staff serving English Learners with a focus on the English Language Proficiency Assessment for California (ELPAC) task types and the ELD standards. Every site will participate in administering the practice tests for a semester to expand and enhance existing language instruction educational programs, academic content instructional programs, and assessment of English learners.

Enhanced Instructional Opportunities
ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Although CUSD will not receive Title III Immigrant funds, we will be continue to enhance instructional opportunities to support our immigrant youth. The District will provide training activities to assist immigrant parents to become active participants in the education of their children. One goal is to provide case management of our English earners and immigrant children/youth managed by select ELD Teachers on Special Assignment and our Migrant Education/Family Engagement staff. This case management system will inform parents about where their child is on the continuum of English Language Development and what parents can do to support students at home.

Title III Programs and Activities
ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

English Learner students will receive base services and programs that are funded through the base program, Local Control Funding Formula, and additional supports are provided with supplemental/concentration funds. As a third level of support, Title III provides additional supports for instructional activities that improve the education of English learners by assisting them to fully access intellectually rich and comprehensive curricula as well as meet the challenging state grade level and graduation standards. We will use various effective approaches and methodologies for teaching English learners during these activities to:

*Develop and implement new language instruction educational programs and academic content instructional programs for English learners in elementary school programs, and secondary school programs through professional development for designated and integrated English Language Development. Instructional early childhood education programs focus on developing English learners acquisition of primary and secondary language.
*District and sites will carry out locally designed activities that will enhance our English learners' experiences toward reaching district and site goals.
*Annually, we will review and plan, within schools our various program goals not limited to our ELD Master Plan and School-wide programs to support restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction for English learners
*District-wide programs will be implemented to support restructuring, reforming, and upgrading of all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction for English learners based on district and site needs and goals as defined in our ELD Master Plan.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(C) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
(D) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

English Learner acquisition progress and achievement goals are set by the district and each site. As the progress and achievement data is reviewed, new goals will be set to meet the needs of the English Learners. District and school sites will develop long-term and short-term goals, intervention supports in the areas of oral language acquisition, including the 4 language domains (Listening.Speaking, Reading, and Writing). Additionally, sites will support with access to interventions around English Learners when taking the English Language Development (ELPAC) Task Types through language interventions and practice test that will support in demonstrating language proficiency growth on the ELPAC.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The District will utilize Title IV funding for enrichment activities as part of supporting a well-rounded education. High quality professional development will be provided and focused on connections between Visual and Performing Arts and student engagement. By increasing VAPA opportunities, our students will receive access to hands-on experiential learning, collaboration among teachers and students, deep critical thinking, and curriculum that is driven by creativity while still meeting Common Core Standards. Education centered around VAPA opportunities will support a safe and healthy environment for students that will allow them a way to express any feelings of anxiety or stress students may be feeling.

2022-23 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Cabrillo Unified School District
CDS Code:	41-68890-0000000
LEA Contact Information:	Name: Sean McPhetridge Position: Superintendent Phone: (650) 712-7100
Coming School Year:	2022-23
Current School Year:	2021-22

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2022-23 School Year	**Amount**
Total LCFF Funds	$34,372,250
LCFF Supplemental & Concentration Grants	$2,399,344
All Other State Funds	$4,376,753
All Local Funds	$2,497,863
All federal funds	$1,775,141
Total Projected Revenue	$43,022,007

Total Budgeted Expenditures for the 2022-23 School Year	**Amount**
Total Budgeted General Fund Expenditures	$43,801,302
Total Budgeted Expenditures in the LCAP	$38,835,074
Total Budgeted Expenditures for High Needs Students in the LCAP	$2,399,344
Expenditures not in the LCAP	$4,966,228

Expenditures for High Needs Students in the 2021-22 School Year	**Amount**
Total Budgeted Expenditures for High Needs Students in the LCAP	$2,325,221
Actual Expenditures for High Needs Students in LCAP	$1,892,772

Funds for High Needs Students	**Amount**
2022-23 Difference in Projected Funds and Budgeted Expenditures	$0
2021-22 Difference in Budgeted and Actual Expenditures	$-432,449

Required Prompts(s)	**Response(s)**
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	The budgeted expenditures not included in the LCAP correspond to general district operation and non-instructional services.
The total actual expenditures for actions and services to increase or improve services for high needs students in 2021-22 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this	The total actual expenditures for actions and services to increase or improve services for high needs students in 2021-22 is $432,449 less than the total budgeted expenditures for those planned actions and services. This difference impacted the actions and services and the overall increased or improved services for high needs students in 2021-22 mainly

difference impacted the actions and services and the overall increased or improved services for high needs students in 2021-22.	due to being unable to hire highly qualified staff due to the severe shortage of applicants.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Cabrillo Unified School District

CDS Code: 41-68890-0000000

School Year: 2022-23

LEA contact information:

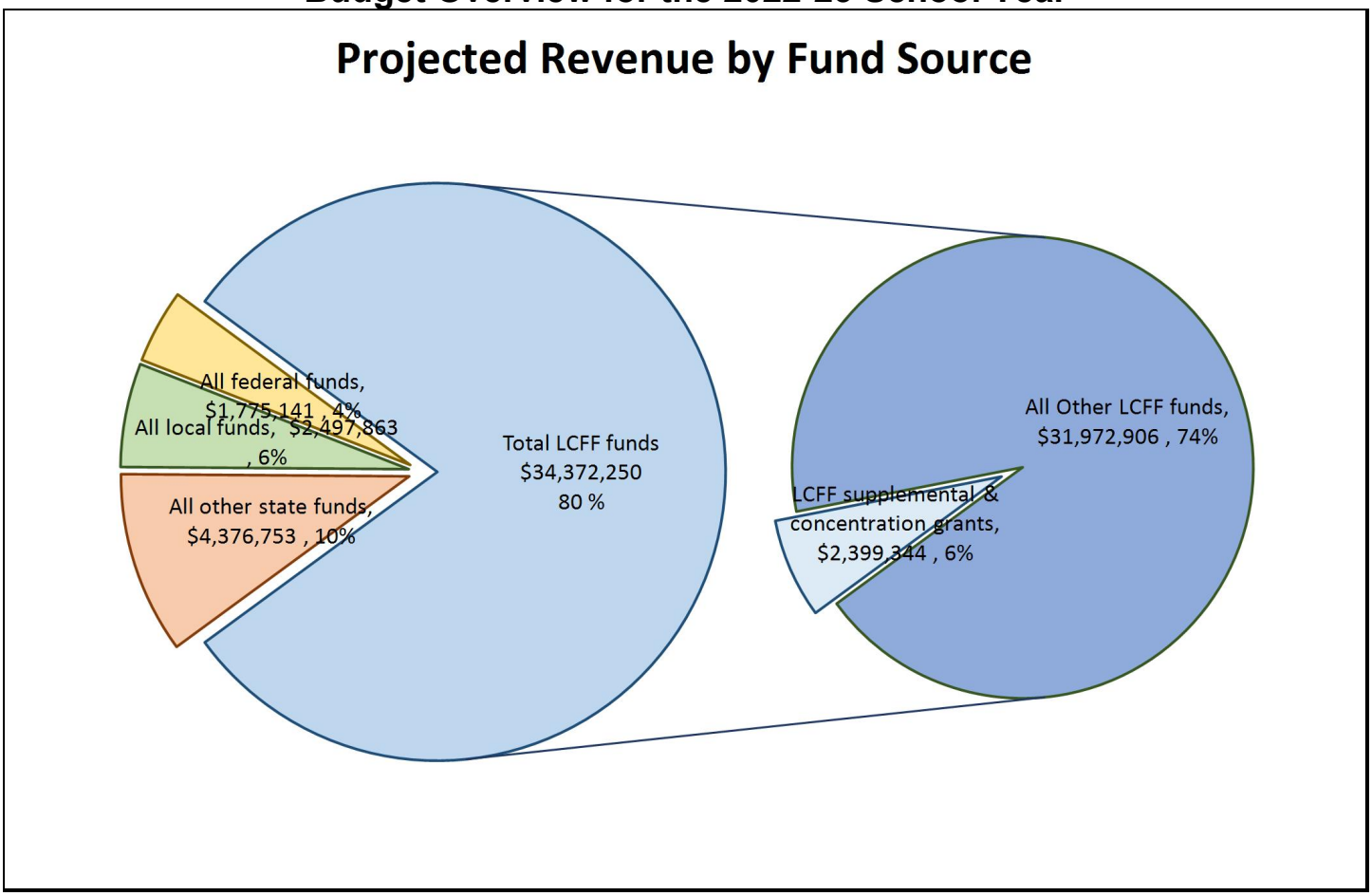
Sean McPhetridge

Superintendent

(650) 712-7100

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022-23 School Year



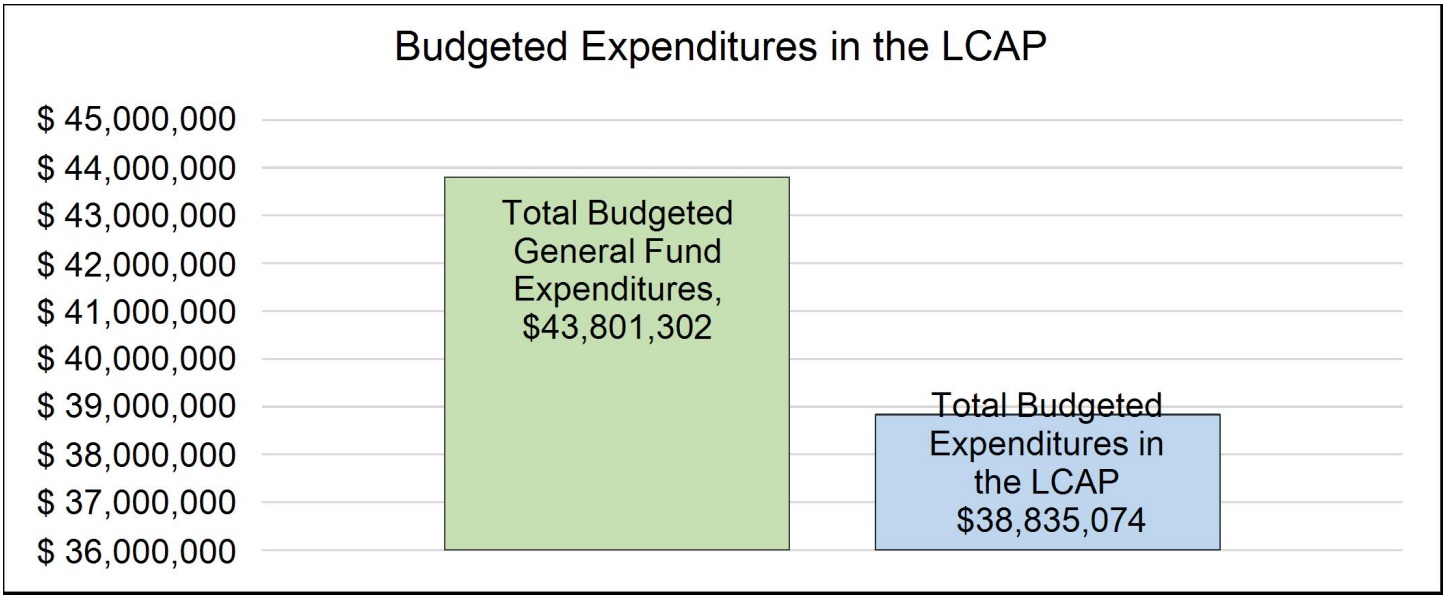
This chart shows the total general purpose revenue Cabrillo Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Cabrillo Unified School District is $43,022,007, of which $34,372,250 is Local Control Funding Formula (LCFF), $4,376,753 is other state funds, $2,497,863 is local funds, and $1,775,141 is federal funds. Of the

$34,372,250 in LCFF Funds, $2,399,344 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Cabrillo Unified School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Cabrillo Unified School District plans to spend $43,801,302 for the 2022-23 school year. Of that amount, $38,835,074 is tied to actions/services in the LCAP and $4,966,228 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

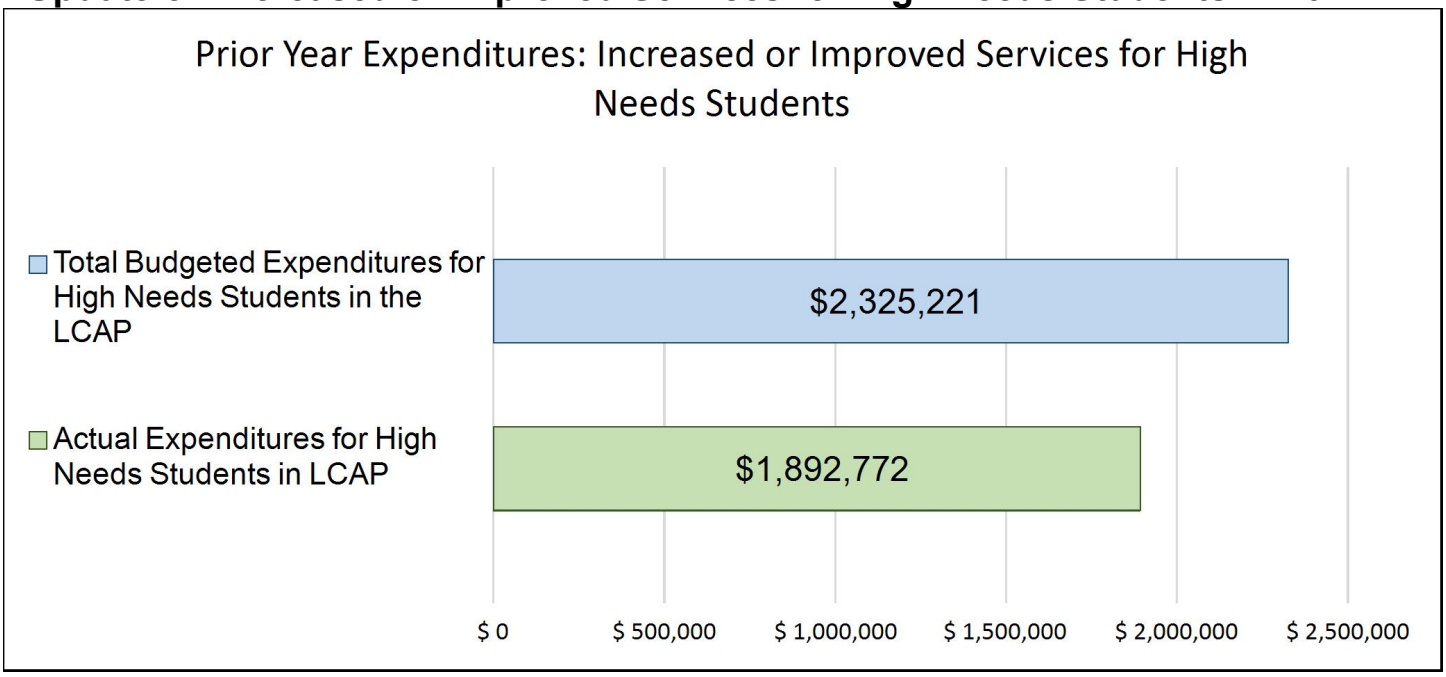
The budgeted expenditures not included in the LCAP correspond to general district operation and non-instructional services.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Cabrillo Unified School District is projecting it will receive $2,399,344 based on the enrollment of foster youth, English learner, and low-income students. Cabrillo Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Cabrillo Unified School District plans to spend $2,399,344 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Cabrillo Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Cabrillo Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Cabrillo Unified School District's LCAP budgeted $2,325,221 for planned actions to increase or improve services for high needs students. Cabrillo Unified School District actually spent $1,892,772 for actions to increase or improve services for high needs students in 2021-22.

The total actual expenditures for actions and services to increase or improve services for high needs students in 2021-22 is $432,449 less than the total budgeted expenditures for those planned actions and services. This difference impacted the actions and services and the overall increased or improved services for high needs students in 2021-22 mainly due to being unable to hire highly qualified staff due to the severe shortage of applicants.

CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
Sean McPhetridge, Ed.D.

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Kimberly Hines
Sophia Layne
Freya McCamant

NOTICE OF PUBLIC HEARING

Pursuant to Education Code section 52062 the Governing Board of the Cabrillo Unified School District (CUSD) will hold a public hearing on the 2022-2024 Local Control Accountability Plan (LCAP).

The Cabrillo Unified School District will hold a public hearing on the proposed Local Control Accountability Plan (LCAP) for fiscal year 2022-23 on June 9, 2022, at 6:00 pm at the Cunha Intermediate School Multipurpose Room, Half Moon Bay, CA 94019. The meeting agenda will be posted on the District website, https://www.cabrillo.k12.ca.us/ on June 3rd, 2022. A copy of the LCAP will be available for public examination at the above location from June 3rd to June 9, 2022 between the hours of 9 am to 3 pm and posted on the Cabrillo Unified School District website, https://www.cabrillo.k12.ca.us/.

For an electronic copy of the LCAP please visit our CUSD LCAP webpage. Printed LCAP copies will be available upon request at CUSD 498 Kelly Avenue, Half Moon Bay, CA 94019 (Mon-Fri 9am-3pm). If you have LCAP program questions please email bhatial@cabrillo.k12.ca.us.

The LCAP will be presented for adoption at the Regular Governing Board meeting, Thursday, June 23, 2021, 6:00 p.m.

Thursday, June 9, 2022 at 6:00 PM

Cabrillo Unified School District

Governing Board Meeting at:

Cunha Intermediate School Multipurpose Room
600 Church Street
Half Moon Bay, CA 94019

Posted Friday May 27, 2022

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MEMORANDUM

MEETING DATE: June 9, 2022
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Assistant Superintendent, Curriculum and Instruction
CATEGORY: Action
ITEM TITLE: Approval of the 2022-2023 Site and District Professional Development Plan

BACKGROUND INFORMATION

As our mission states, Cabrillo Unified School District is an exemplary learning community committed to valuing our distinct cultural identities and to "develop critical thinkers and socially responsible citizens who actively participate in their individual learning and development and are fully prepared to embrace their next challenge." During this post-COVID19 pandemic, we continue our commitment to provide our educators with high-quality professional development opportunities. Creating and sustaining a teacher effectiveness system that enhances student achievement directly correlates on well-developed professional development opportunities focused on district goals. Professional development is one of the most significant capacity-building investments we can make in order to support the academic and social achievement of all CUSD students.

The Cabrillo Unified School District values professional development as a fundamental piece of our Local Control Accountability Plan (LCAP). Professional development increases educators' knowledge and enhances their professional skills, deepens educators' understanding and appreciation for the varied needs of students, and enhances educators' capacity to facilitate the learning success of all students. The 2022-2023 Staff and District Professional Development Plan is directly linked to the district Local Control Accountability Plan (LCAP) goals and site Single Plan for Student Achievement (SPSA) goals. We continue the use of our Multi-Tiered System of Support (MTSS) framework while weaving the thread of equity to make our plan a whole. This 2022-2023 Staff and District Professional Development Plan has been developed in collaboration with our site educators and principals to provide meaningful learning opportunities aligned to our district foci and meeting the individual professional development needs at each site.

Per the CUSD-CUTA contract, the 2022-2023 Site and District Staff Development Plan includes one full day of professional development and six early release "Super" Fridays. The six early-release Super Tuesdays include three district-wide days and three site-based days. The district-wide professional development topics were planned in groups of elementary and secondary teams to target shared needs and goals. The topics for site-based professional development were determined by site teams. These professional development plans support the Strategic Education Plan (Local Control Accountability Plan – LCAP) goals of literacy and reclassification, college and career readiness, and school climate.

FISCAL ANALYSIS

An estimated $30,000 of Educator Effectiveness grant funds will be used to support our professional development efforts.

RECOMMENDATION

Staff recommends approval of the 2022-2023 Site and District Professional Development Plan.

Cabrillo Unified School District

Elementary Professional Development Plan 2022-2023

Elementary DATES	Hatch	El Granada	Farallone View	Kings Mountain
August 8, 2022 (full day): District-wide		School Year Kick-Off MTSS and Data Driven Decision Making		
September 16, 2022 (2 hr. 40 min.): Site-based	Scope and Sequence New ELA/SLA Curriculum	IDEA Playbook: The Six Principles and the Rights and Responsibilities of Schools	Outdoor Education	VAPA with Michelle Holdt
October 14, 2022 (2 hr. 40 min.): District-wide	**Equity/**Instruction /MTSS/English Learner - Dora Dome - Solution Tree (Instruction/Access (AP-Honors-A-G/Assessment/Grading)	Equity/MTSS/English Learner	Equity/MTSS/English Learner	Equity/MTSS/English Learner
January 13, 2023 (2 hr. 40 min.): Site-based	Identifying Interventions New ELA/SLA Curriculum	ELD: How to explicitly support language acquisition	Environmental Education	Silicon Valley Math Initiative - MARS Tasks and Problems of the Mo
February 10, 2023 (2 hr. 40 min.): District-wide	**Equity/**Instruction /MTSS/English Learner - Dora Dome - Solution Tree (Instruction/Access (AP-Honors-A-G/Assessment/Grading)	Equity/MTSS/English Learner	Equity/MTSS/English Learner	Equity/MTSS/English Learner
March 17, 2023 (2 hr. 40 min.): Site-based	Deep Dive into the Writing Component New ELA/SLA Curriculum	Project based learning to increase student engagement	Social Studies	Trauma - based instruction
April 21, 2023 (2 hr. 40 min.): District-wide	**Equity/**Instruction /MTSS/English Learner - Dora Dome - Solution Tree (Instruction/Access (AP-Honors-A-G/Assessment/Grading)	Equity/MTSS/English Learner	Equity/MTSS/English Learner	Equity/MTSS/English Learner
District-based Year-long Theme	**Equity, MTSS, & Restorative Practices**	**Equity, MTSS, & Restorative Practices**	**Equity, MTSS, & Restorative Practices**	**Equity, MTSS, & Restorative Practices**

Equity/Instruction /MTSS/English Learner - Dora Dome - Solution Tree (Instruction/Access (AP-Honors-A-G/Assessment/Grading)

Cabrillo Unified School District Professional Development Plan 2022-2023

Secondary Professional Development Plan 2022-2023

SECONDARY DATES	HMBHS	Pilarcitos	Cunha
August 8, 2022 (full day): District-wide	**Equity, MTSS, & Restorative Practices**	**Equity, MTSS, & Restorative Practices**	**Equity, MTSS, & Restorative Practices**
September 16, 2022 (2 hr. 40 min.): District-wide	**Equity/**Instruction /MTSS/English Learner - Dora Dome - Solution Tree (Instruction/Access (AP-Honors-A-G/Assessment/Grading)	Equity/MTSS/PBIS	Equity/MTSS/PBIS
October 14, 2022 (2 hr. 40 min.): Site Based	Data dive; Integrated ELD accross site; Differentiation; WICOR; Grading	Teacher and Student SEL	Creating PBIS Area and CommonSchoolwide Behavior Expectations Messaging to Students
January 13, 2023 (2 hr. 40 min.): District-wide	**Equity/**Instruction /MTSS/English Learner - Dora Dome - Solution Tree (Instruction/Access (AP-Honors-A-G/Assessment/Grading)	Equity/MTSS/PBIS	Equity/MTSS/PBIS
February 10, 2023 (2 hr. 40 min.): Site Based	Site team building about SEL/academic outreach; Tier 1 PBIS strategies; SLS Referal Process; Resorative Practices basics; Substance Abuse; parent/guardian contact protocols.	Teacher and Student SEL survey for staff, students and families.	Strategies to implement social-emotional learning, trauma-informed practices
March 17, 2023 (2 hr. 40 min.): District-wide	**Equity/**Instruction /MTSS/English Learner - Dora Dome - Solution Tree (Instruction/Access (AP-Honors-A-G/Assessment/Grading)	Equity/MTSS/PBIS	Equity/MTSS/PBIS
April 21, 2023 (2 hr. 40 min.): Site Based	Articulation with CIM	Teacher Student SEL survey data analysis	Articulation with HMBHS
District-based Year-long Theme	**Equity, MTSS, & Restorative Practices**	**Equity, MTSS, & Restorative Practices**	**Equity, MTSS, & Restorative Practices**

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NOTICE OF PUBLIC HEARING

Pursuant to Education Code section 52062 the Governing Board of the Cabrillo Unified School District (CUSD) will hold public hearing on the 2022-23 Budget

The Cabrillo Unified School District will hold a public hearing on the Budget. A copy of the proposed budget will be available for public examination by following the link: eConvene from June 3, 2022 to June 23, 2022 between the hours of 8:00 a.m. to 3:30 p.m. A hard copy will be available to view at the District Office, located at 498 Kelly Avenue, Half Moon Bay, CA 94019.

Any stakeholder affected by the Cabrillo Unified School District budget may appear before the Cabrillo Unified School District Board of Trustees and speak to the proposed budget for fiscal year 2022-2023 or any item therein.

The Budget will be presented for adoption at the Regular Governing Board meeting, Thursday, June 23, 2022, 6:00 p.m.

Thursday, June 9, 2022 at 6:00 PM

Cabrillo Unified School District

Governing Board Zoom Meeting at:

Cunha Intermediate School in the Multi-Purpose Room
600 Church Street
Half Moon Bay, CA 94019

Posted Friday May 27, 2022

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MEMORANDUM

MEETING DATE: June 9, 2022
TO: Members of the Governing Board
FROM: Jennifer Marsh, Interim Chief Business Officer
CATEGORY: Information/Public Hearing
ITEM TITLE: Proposed CUSD Budget for the Fiscal Year 2022-2023

BACKGROUND INFORMATION

The District is required to adopt a balanced budget prior to July 1st of each year for the upcoming fiscal year. The Budget Adoption process for Cabrillo Unified School District represents a projection of revenues and expenditures for the Fiscal Year 2022-2023. The financial information presented in this proposed budget is based on past data and the analysis of future trends and economic indicators in the State and the District.

In compliance with legislation AB1200, the district selected the single budget adoption calendar. Should any updates become necessary, AB1200 gives the district 45 days after the Governor signs the state budget to revise the school district's budget.

Per Education Code 42103 and 42127 (I), a public hearing will be held to receive input and discussion prior to the adoption of the proposed 2022-2023 district budget. School districts are required to demonstrate a balanced budget three times a year as well as make projections for an additional two years as to their financial status

FISCAL ANALYSIS

As required, the Budget Adoption process for Cabrillo Unified School District represents a projection of revenues and expenditures for the Fiscal Year 2022-2023. The financial information presented in this proposed budget is based on past data and the analysis of future trends and economic indicators in the State and the District.

RECOMMENDATION

The 2022-2023 proposed district budget is presented to the Governing Board. This item is for information and will be set for voting approval on our upcoming Board meeting June 23, 2022.

CABRILLO UNIFIED SCHOOL DISTRICT

Every Student, Every Day!

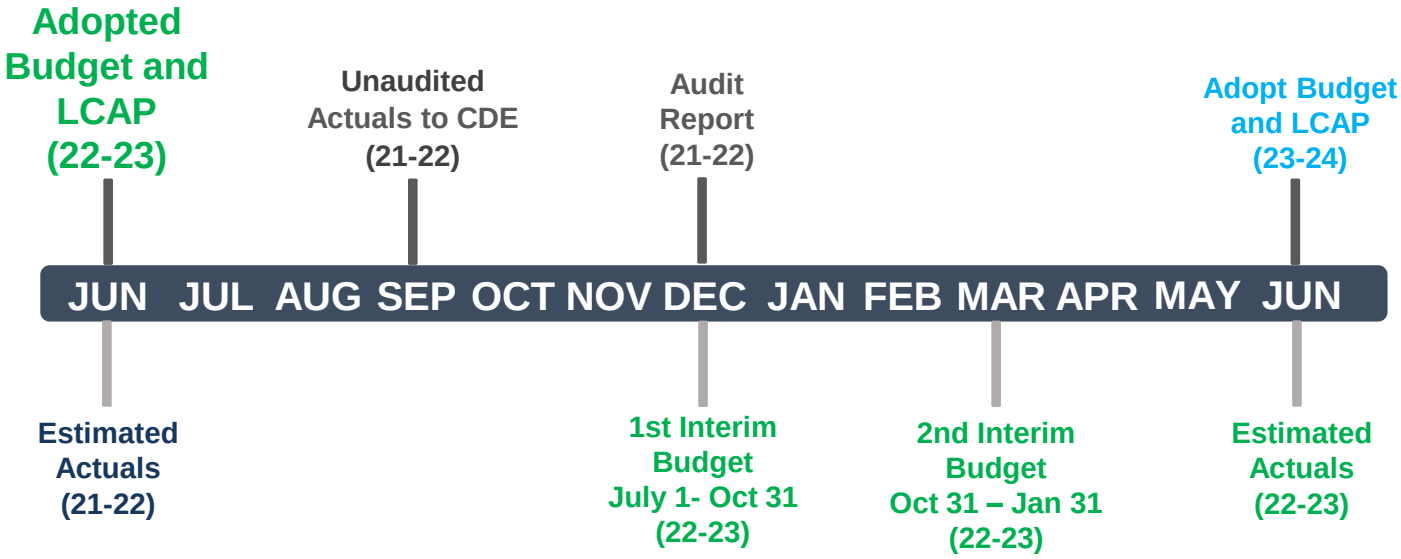
Cabrillo Unified School District Financial Report: **2022-23 Budget**

Jennifer Marsh

Interim Chief Business Officer

June 9, 2022

2022-23 Budget Development



Cabrillo USD 2022-23 Budget Summary and Multi-Year Projections

	UNRESTRICTED	RESTRICTED	COMBINED	UNRESTRICTED	RESTRICTED	COMBINED	UNRESTRICTED	RESTRICTED	COMBINED	UNRESTRICTED	RESTRICTED	COMBINED	UNRESTRICTED	RESTRICTED	COMBINED
Row Labels	21/22 Proj	21/22 Proj	21/22 Proj	22/23 Proj	22/23 Proj	22/23 Proj	23/24 Proj	23/24 Proj	23/24 Proj	24/25 Proj	24/25 Proj	24/25 Proj	25/26 Proj	25/26 Proj	25/26 Proj
LCFF	31,227,536	1,984,217	33,211,753	32,388,033	1,984,217	34,372,250	33,589,303	1,984,217	35,573,520	34,833,501	1,984,217	36,817,718	36,146,098	1,984,217	38,130,315
Federal Revenue	0	2,565,939	2,565,939	0	1,775,141	1,775,141	0	1,163,130	1,163,130	0	1,163,130	1,163,130	0	1,163,130	1,163,130
State Revenue	569,937	4,215,273	4,785,210	552,333	3,824,420	4,376,753	536,196	3,219,686	3,755,882	519,081	3,212,861	3,731,942	502,292	3,206,166	3,708,458
Local Revenue	202,659	2,928,476	3,131,135	200,000	2,297,863	2,497,863	200,000	2,297,863	2,497,863	200,000	2,297,863	2,497,863	200,000	2,297,863	2,497,863
Total Revenues	32,000,132	11,693,905	43,694,037	33,140,366	9,881,641	43,022,007	34,325,499	8,664,896	42,990,395	35,552,582	8,658,071	44,210,653	36,848,390	8,651,376	45,499,766
Certificated Salaries	13,624,772	3,812,635	17,437,407	13,563,049	3,464,677	17,027,726	13,834,310	3,532,985	17,367,295	14,110,996	3,603,645	17,714,641	14,393,216	3,675,718	18,068,934
Classified Salaries	3,975,495	3,692,921	7,668,416	3,780,881	3,353,077	7,133,958	3,856,499	3,420,139	7,276,638	3,933,629	3,477,443	7,411,072	4,012,302	3,546,992	7,559,294
Benefits	5,912,471	4,878,517	10,790,988	6,609,930	4,780,996	11,390,926	6,719,657	4,824,808	11,544,465	6,819,369	4,857,128	11,676,497	6,908,726	4,877,502	11,786,228
Supplies	467,767	2,484,646	2,952,413	449,372	2,054,137	2,503,509	449,372	1,239,458	1,688,830	324,372	1,423,900	1,748,272	449,372	1,417,205	1,866,577
Services	2,451,928	3,750,148	6,202,076	2,325,768	2,969,955	5,295,723	2,325,768	2,906,955	5,232,723	2,325,768	2,906,955	5,232,723	2,325,768	2,906,955	5,232,723
Capital Outlay	0	197,977	197,977	0	121,012	121,012	0	96,012	96,012	0	96,012	96,012	0	96,012	96,012
Other Outgo/Indirect	44,632	283,816	328,448	44,632	283,816	328,448	44,632	283,816	328,448	44,632	283,816	328,448	44,632	283,816	328,448
Total Expenses	26,477,065	19,100,660	45,577,725	26,773,632	17,027,670	43,801,302	27,230,238	16,304,173	43,534,411	27,558,766	16,648,899	44,207,665	28,134,016	16,804,200	44,938,216
Surplus/(Deficit)	5,523,067	(7,406,755)	(1,883,688)	6,366,734	(7,146,029)	(779,295)	7,095,261	(7,639,277)	(544,016)	7,993,816	(7,990,828)	2,988	8,714,374	(8,152,824)	561,550
Transfer in (891X)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Transfer out (761X)	350,000	0	350,000	350,000	0	350,000	350,000	0	350,000	350,000	0	350,000	350,000	0	350,000
Contribution	(7,552,740)	7,552,740	0	(7,727,277)	7,727,277	0	(7,639,277)	7,639,277	0	(7,990,828)	7,990,828	0	(8,152,824)	8,152,824	0
Other In / Out	(7,902,740)	7,552,740	(350,000)	(8,077,277)	7,727,277	(350,000)	(7,989,277)	7,639,277	(350,000)	(8,340,828)	7,990,828	(350,000)	(8,502,824)	8,152,824	(350,000)
Total Surplus/(Deficit)	(2,379,673)	145,985	(2,233,688)	(1,710,543)	581,248	(1,129,295)	(894,016)	0	(894,016)	(347,012)	0	(347,012)	211,550	0	211,550
9791	6,731,962	1,432,235	8,164,197	4,352,289	1,578,220	5,930,509	2,641,746	2,159,468	4,801,214	1,747,730	2,159,468	3,907,198	1,400,718	2,159,468	3,560,186
9795															
Beginning Balance	6,731,962	1,432,235	8,164,197	4,352,289	1,578,220	5,930,509	2,641,746	2,159,468	4,801,214	1,747,730	2,159,468	3,907,198	1,400,718	2,159,468	3,560,186
Ending Balance	4,352,289	1,578,220	5,930,509	2,641,746	2,159,468	4,801,214	1,747,730	2,159,468	3,907,198	1,400,718	2,159,468	3,560,186	1,612,268	2,159,468	3,771,736
Revolving Cash, Stores & Prepaid	45,000		45,000	45,000		45,000	45,000		45,000	45,000		45,000	45,000		45,000
Restricted Programs		1,578,220	1,578,220		2,159,468	2,159,468		2,159,468	2,159,468		2,159,468	2,159,468		2,159,468	2,159,468
3% REU (9789)	1,377,832	0	1,377,832	1,324,540	0	1,324,540	1,316,533	0	1,316,533	1,336,730	0	1,336,730	1,358,647	0	1,358,647
UNASSIGNED (9790)	2,929,457	0	2,929,457	1,272,206	0	1,272,206	386,197	0	386,197	18,988	0	18,988	208,621	0	208,621

LCFF Calculator

Cabrillo Unified (68890) - FY 22/23 Budget	2021-22	2022-23	2023-24	2024-25
SUMMARY OF FUNDING				
Total LCFF Entitlement Before Adjustments, ERT & Additional State Aid	$29,557,927	$30,238,641	$30,191,479	$29,294,140
Miscellaneous Adjustments	-	-	-	-
Economic Recovery Target	-	-	-	-
Additional State Aid	-	-	-	-
Total LCFF Entitlement	**29,557,927**	**30,238,641**	**30,191,479**	**29,294,140**
LCFF Entitlement Per ADA	**$ 10,010**	**$ 10,671**	**$ 11,267**	**$ 11,745**
Components of LCFF By Object Code				
State Aid (Object Code 8011)	**$ 1,021,371**	**$ 1,021,371**	**$ 1,021,371**	**$ 1,021,371**
EPA (for LCFF Calculation purposes)	$ 590,580	$ 566,718	$ 535,951	$ 498,833
Local Revenue Sources:				
Property Taxes (Object 8021 to 8089)	$ 29,624,812	$ 30,809,804	$ 32,042,196	$ 33,323,884
In-Lieu of Property Taxes (Object Code 8096)	**(9,227)**	**(9,860)**	**(10,390)**	**(10,807)**
Property Taxes net of In-Lieu	*$ 29,615,585*	*$ 30,799,944*	*$ 32,031,806*	*$ 33,313,077*
TOTAL FUNDING	**31,227,536**	**32,388,033**	**33,589,128**	**34,833,281**
Basic Aid Status	***Basic Aid***	***Basic Aid***	***Basic Aid***	***Basic Aid***
Excess Taxes	*$ 1,079,029*	*$ 1,582,674*	*$ 2,861,698*	*$ 5,040,308*
EPA in Excess to LCFF Funding	*$ 590,580*	*$ 566,718*	*$ 535,951*	*$ 498,833*
Total LCFF Entitlement	**29,557,927**	**30,238,641**	**30,191,479**	**29,294,140**

Reserves and Reserve Cap

SB 751 requires that in a Fiscal Year (FY) immediately after a FY when the Public School System Stabilization Account exceeds 3%, District School Budgets shall not contain a combined assigned or unassigned ending general fund balance in excess of 10% of those funds.

In 2022-23, Ed Code 42127.01 (SB 751) will require LCFF school districts to cap at ten percent (10%) its assigned/unassigned ending balance within the general fund and special reserve funds. Fund 01 and Fund 17 combined are not to be larger than 10%.

Ed Code 42127.01 (c) exempts Basic Aid School Districts from maintaining a reserve above ten percent (10%) required for LCFF school districts in the 2022-23 school year.

Budget Items not yet included in Proposed Budget

- One-time discretionary funding = approximately $3.8M

  (To be determined with final state budget)

- Special Education Revenue Increase

  (Will be based on County estimates at First Interim)

- Deferred Maintenance = $100K

  (To be determined with final state budget – need to establish 2022-23 deferred maintenance fund)

Changes in final state budget will be incorporated in CUSD First Interim (November 2022)

Discretionary Block Grant

Governor Newson proposes a one-time $8 billion Discretionary Block Grant for LEAs for the 2022-23 fiscal year

- This equates to approximately $1500 per ADA
- The funding would be distributed on a per-ADA basis using 2021-22 Second Principal Apportionment (P-2) reported ADA
- Expenditures of these funds is determined by the local Governing Board and can be used for any one-time purpose
- The intent of this one-time funding is to prioritize the use for maintaining staffing levels, student learning, operational costs, and supporting mental health and wellness of students and staff

Objective

- The Budget Report contains the following:
  - Detailed Budget
  - Multi-Year Projections
- Board must approve certification of financial condition
  - Positive: Able to meet financial obligations for the current and two subsequent fiscal years
  - Qualified: May not be able to meet its financial obligations for the current fiscal year or two subsequent years
  - Negative: Unable to meet its financial obligations for the current fiscal year or two subsequent fiscal years
- **The District is self-certifying as "Positive"**

Maintaining our vigilance of the potential funding cliff, the effects of declining enrollment, and uncertainties inherent to Basic Aid funding status, CUSD staff will continue following FCMAT and SMCOE guidance to maintain fiscal solvency.

Staff presents tonight and will request approval of the 2022-23 Cabrillo Unified School District Budget at the regularly scheduled June 23 Board Meeting.

Questions?

Thank you!

G = General Ledger Data; S = Supplemental Data

Form	Description	Data Supplied For: 2021-22 Estimated Actuals	2022-23 Budget
01	General Fund/County School Service Fund	GS	GS
08	Student Activity Special Revenue Fund	G	G
09	Charter Schools Special Revenue Fund		
10	Special Education Pass-Through Fund		
11	Adult Education Fund	G	G
12	Child Development Fund	G	G
13	Cafeteria Special Revenue Fund	G	G
14	Deferred Maintenance Fund	G	G
15	Pupil Transportation Equipment Fund		
17	Special Reserve Fund for Other Than Capital Outlay Projects	G	G
18	School Bus Emissions Reduction Fund		
19	Foundation Special Revenue Fund		
20	Special Reserve Fund for Postemployment Benefits		
21	Building Fund	G	G
25	Capital Facilities Fund	G	G
30	State School Building Lease-Purchase Fund		
35	County School Facilities Fund		
40	Special Reserve Fund for Capital Outlay Projects		
49	Capital Project Fund for Blended Component Units		
51	Bond Interest and Redemption Fund	G	G
52	Debt Service Fund for Blended Component Units		
53	Tax Override Fund		
56	Debt Service Fund		
57	Foundation Permanent Fund		
61	Cafeteria Enterprise Fund		
62	Charter Schools Enterprise Fund		
63	Other Enterprise Fund		
66	Warehouse Revolving Fund		
67	Self-Insurance Fund		
71	Retiree Benefit Fund		
73	Foundation Private-Purpose Trust Fund		
76	Warrant/Pass-Through Fund		
95	Student Body Fund		
A	Average Daily Attendance	S	S
ASSET	Schedule of Capital Assets		
CASH	Cashflow Worksheet		S

CB	Budget Certification		S
CC	Workers' Compensation Certification		S
CEA	Current Expense Formula/Minimum Classroom Comp. - Actuals	G	
CEB	Current Expense Formula/Minimum Classroom Comp. - Budget		G
CHG	Change Order Form		
DEBT	Schedule of Long-Term Liabilities		
ESMOE	Every Student Succeeds Act Maintenance of Effort	G	
ICR	Indirect Cost Rate Worksheet	G	
L	Lottery Report	G	
MYP	Multiyear Projections - General Fund		GS
SEA	Special Education Revenue Allocations		
SEAS	Special Education Revenue Allocations Setup (SELPA Selection)		
SIAA	Summary of Interfund Activities - Actuals	G	
SIAB	Summary of Interfund Activities - Budget		G
01CS	Criteria and Standards Review	GS	GS

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	31,227,536.00	1,984,217.00	33,211,753.00	32,388,033.00	1,984,217.00	34,372,250.00	3.5%
2) Federal Revenue		8100-8299	0.00	2,565,939.00	2,565,939.00	0.00	1,775,141.00	1,775,141.00	-30.8%
3) Other State Revenue		8300-8599	569,937.00	4,215,273.00	4,785,210.00	552,333.00	3,824,420.00	4,376,753.00	-8.5%
4) Other Local Revenue		8600-8799	202,659.00	2,928,476.00	3,131,135.00	200,000.00	2,297,863.00	2,497,863.00	-20.2%
5) TOTAL, REVENUES			32,000,132.00	11,693,905.00	43,694,037.00	33,140,366.00	9,881,641.00	43,022,007.00	-1.5%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	13,624,772.00	3,812,635.00	17,437,407.00	13,563,049.00	3,464,677.00	17,027,726.00	-2.3%
2) Classified Salaries		2000-2999	3,975,495.00	3,692,921.00	7,668,416.00	3,780,881.00	3,353,077.00	7,133,958.00	-7.0%
3) Employee Benefits		3000-3999	5,912,471.00	4,878,517.00	10,790,988.00	6,609,930.00	4,780,996.00	11,390,926.00	5.6%
4) Books and Supplies		4000-4999	467,767.00	2,484,646.00	2,952,413.00	449,372.00	2,054,137.00	2,503,509.00	-15.2%
5) Services and Other Operating Expenditures		5000-5999	2,451,928.00	3,750,148.00	6,202,076.00	2,325,768.00	2,969,955.00	5,295,723.00	-14.6%
6) Capital Outlay		6000-6999	0.00	197,977.00	197,977.00	0.00	121,012.00	121,012.00	-38.9%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	66,327.00	271,533.00	337,860.00	66,327.00	271,533.00	337,860.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(21,695.00)	12,283.00	(9,412.00)	(21,695.00)	12,283.00	(9,412.00)	0.0%
9) TOTAL, EXPENDITURES			26,477,065.00	19,100,660.00	45,577,725.00	26,773,632.00	17,027,670.00	43,801,302.00	-3.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			5,523,067.00	(7,406,755.00)	(1,883,688.00)	6,366,734.00	(7,146,029.00)	(779,295.00)	-58.6%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	350,000.00	0.00	350,000.00	350,000.00	0.00	350,000.00	0.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(7,552,740.00)	7,552,740.00	0.00	(7,727,277.00)	7,727,277.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(7,902,740.00)	7,552,740.00	(350,000.00)	(8,077,277.00)	7,727,277.00	(350,000.00)	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(2,379,673.00)	145,985.00	(2,233,688.00)	(1,710,543.00)	581,248.00	(1,129,295.00)	-49.4%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	6,731,961.79	2,314,767.71	9,046,729.50	4,352,288.79	1,578,219.71	5,930,508.50	-34.4%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,731,961.79	2,314,767.71	9,046,729.50	4,352,288.79	1,578,219.71	5,930,508.50	-34.4%
d) Other Restatements		9795	0.00	(882,533.00)	(882,533.00)	0.00	0.00	0.00	-100.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,731,961.79	1,432,234.71	8,164,196.50	4,352,288.79	1,578,219.71	5,930,508.50	-27.4%
2) Ending Balance, June 30 (E + F1e)			4,352,288.79	1,578,219.71	5,930,508.50	2,641,745.79	2,159,467.71	4,801,213.50	-19.0%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	25,000.00	0.00	25,000.00	25,000.00	0.00	25,000.00	0.0%
Stores		9712	20,000.00	0.00	20,000.00	20,000.00	0.00	20,000.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	1,578,220.29	1,578,220.29	0.00	2,159,468.29	2,159,468.29	36.8%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	1,377,832.00	0.00	1,377,832.00	1,324,540.00	0.00	1,324,540.00	-3.9%
Unassigned/Unappropriated Amount		9790	2,929,456.79	(.58)	2,929,456.21	1,272,205.79	(.58)	1,272,205.21	-56.6%
G. ASSETS									
1) Cash									
a) in County Treasury		9110	0.00	0.00	0.00				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	0.00	0.00	0.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	0.00	0.00	0.00				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	4,352,288.79	1,578,219.71	5,930,508.50				
9) TOTAL, ASSETS			4,352,288.79	1,578,219.71	5,930,508.50				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	0.00	0.00	0.00				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			0.00	0.00	0.00				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			4,352,288.79	1,578,219.71	5,930,508.50				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	1,021,371.00	0.00	1,021,371.00	1,021,371.00	0.00	1,021,371.00	0.0%
Education Protection Account State Aid - Current Year		8012	590,580.00	0.00	590,580.00	566,718.00	0.00	566,718.00	-4.0%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	87,873.00	0.00	87,873.00	87,873.00	0.00	87,873.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	28,519,168.00	0.00	28,519,168.00	29,704,160.00	0.00	29,704,160.00	4.2%
Unsecured Roll Taxes		8042	1,032,441.00	0.00	1,032,441.00	1,032,441.00	0.00	1,032,441.00	0.0%
Prior Years' Taxes		8043	(14,670.00)	0.00	(14,670.00)	(14,670.00)	0.00	(14,670.00)	0.0%
Supplemental Taxes		8044	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			31,236,763.00	0.00	31,236,763.00	32,397,893.00	0.00	32,397,893.00	3.7%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00		0.00	0.00		0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	(9,227.00)	0.00	(9,227.00)	(9,860.00)	0.00	(9,860.00)	6.9%
Property Taxes Transfers		8097	0.00	1,984,217.00	1,984,217.00	0.00	1,984,217.00	1,984,217.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			31,227,536.00	1,984,217.00	33,211,753.00	32,388,033.00	1,984,217.00	34,372,250.00	3.5%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	696,677.00	696,677.00	0.00	607,208.00	607,208.00	-12.8%
Special Education Discretionary Grants		8182	0.00	157,233.00	157,233.00	0.00	14,822.00	14,822.00	-90.6%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	198,480.00	198,480.00	0.00	198,480.00	198,480.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		127,174.00	127,174.00		114,454.00	114,454.00	-10.0%
Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		129,559.00	129,559.00		53,833.00	53,833.00	-58.4%
Title III, Part A, Immigrant Student Program	4201	8290		8,020.00	8,020.00		0.00	0.00	-100.0%
Title III, Part A, English Learner Program	4203	8290		209,920.00	209,920.00		71,487.00	71,487.00	-65.9%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Other NCLB / Every Student Succeeds Act	3040, 3045, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290		30,914.00	30,914.00		10,000.00	10,000.00	-67.7%
Career and Technical Education	3500-3599	8290		15,797.00	15,797.00		15,797.00	15,797.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	992,165.00	992,165.00	0.00	689,060.00	689,060.00	-30.5%
TOTAL, FEDERAL REVENUE			0.00	2,565,939.00	2,565,939.00	0.00	1,775,141.00	1,775,141.00	-30.8%
OTHER STATE REVENUE									
Other State Apportionments									
ROC/P Entitlement									
Prior Years	6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan									
Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	128,696.00	0.00	128,696.00	128,696.00	0.00	128,696.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	441,241.00	175,955.00	617,196.00	423,637.00	168,935.00	592,572.00	-4.0%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from									
State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		152,612.00	152,612.00		152,612.00	152,612.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		118,457.00	118,457.00		115,647.00	115,647.00	-2.4%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		392,454.00	392,454.00		212,814.00	212,814.00	-45.8%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
Implementation All Other State Revenue	7405 All Other	8590 8590	0.00	3,375,795.00	3,375,795.00	0.00	3,174,412.00	3,174,412.00	-6.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals Unrestricted (A)	2021-22 Estimated Actuals Restricted (B)	2021-22 Estimated Actuals Total Fund col. A + B (C)	2022-23 Budget Unrestricted (D)	2022-23 Budget Restricted (E)	2022-23 Budget Total Fund col. D + E (F)	% Diff Column C & F
TOTAL, OTHER STATE REVENUE			569,937.00	4,215,273.00	4,785,210.00	552,333.00	3,824,420.00	4,376,753.00	-8.5%
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	1,620,450.00	1,620,450.00	0.00	1,620,450.00	1,620,450.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	25,450.00	0.00	25,450.00	25,000.00	0.00	25,000.00	-1.8%
Interest		8660	75,000.00	0.00	75,000.00	75,000.00	0.00	75,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue									
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenue from Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
All Other Local Revenue		8699	102,209.00	1,308,026.00	1,410,235.00	100,000.00	677,413.00	777,413.00	-44.9%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			202,659.00	2,928,476.00	3,131,135.00	200,000.00	2,297,863.00	2,497,863.00	-20.2%
TOTAL, REVENUES			32,000,132.00	11,693,905.00	43,694,037.00	33,140,366.00	9,881,641.00	43,022,007.00	-1.5%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	11,088,554.00	2,504,417.00	13,592,971.00	11,029,573.00	2,395,373.00	13,424,946.00	-1.2%
Certificated Pupil Support Salaries		1200	380,925.00	1,056,467.00	1,437,392.00	380,925.00	855,198.00	1,236,123.00	-14.0%
Certificated Supervisors' and Administrators' Salaries		1300	1,942,899.00	153,531.00	2,096,430.00	1,942,899.00	153,531.00	2,096,430.00	0.0%
Other Certificated Salaries		1900	212,394.00	98,220.00	310,614.00	209,652.00	60,575.00	270,227.00	-13.0%
TOTAL, CERTIFICATED SALARIES			13,624,772.00	3,812,635.00	17,437,407.00	13,563,049.00	3,464,677.00	17,027,726.00	-2.3%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	154.00	1,175,709.00	1,175,863.00	154.00	1,163,998.00	1,164,152.00	-1.0%
Classified Support Salaries		2200	1,081,115.00	1,910,102.00	2,991,217.00	1,080,501.00	1,708,105.00	2,788,606.00	-6.8%
Classified Supervisors' and Administrators' Salaries		2300	452,704.00	108,712.00	561,416.00	452,704.00	94,312.00	547,016.00	-2.6%
Clerical, Technical and Office Salaries		2400	1,960,182.00	261,740.00	2,221,922.00	1,766,182.00	259,742.00	2,025,924.00	-8.8%
Other Classified Salaries		2900	481,340.00	236,658.00	717,998.00	481,340.00	126,920.00	608,260.00	-15.3%
TOTAL, CLASSIFIED SALARIES			3,975,495.00	3,692,921.00	7,668,416.00	3,780,881.00	3,353,077.00	7,133,958.00	-7.0%
EMPLOYEE BENEFITS									

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
STRS		3101-3102	1,890,870.00	2,417,931.00	4,308,801.00	2,256,397.00	2,440,318.00	4,696,715.00	9.0%
PERS		3201-3202	870,726.00	827,887.00	1,698,613.00	1,040,926.00	806,723.00	1,847,649.00	8.8%
OASDI/Medicare/Alternative		3301-3302	446,214.00	343,561.00	789,775.00	446,100.00	311,498.00	757,598.00	-4.1%
Health and Welfare Benefits		3401-3402	2,186,838.00	1,058,052.00	3,244,890.00	2,348,838.00	1,013,048.00	3,361,886.00	3.6%
Unemployment Insurance		3501-3502	76,378.00	37,763.00	114,141.00	76,331.00	33,560.00	109,891.00	-3.7%
Workers' Compensation		3601-3602	323,710.00	154,226.00	477,936.00	323,603.00	139,692.00	463,295.00	-3.1%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	117,735.00	39,097.00	156,832.00	117,735.00	36,157.00	153,892.00	-1.9%
TOTAL, EMPLOYEE BENEFITS			5,912,471.00	4,878,517.00	10,790,988.00	6,609,930.00	4,780,996.00	11,390,926.00	5.6%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	9,100.00	817,961.00	827,061.00	9,100.00	181,463.00	190,563.00	-77.0%
Books and Other Reference Materials		4200	0.00	3,130.00	3,130.00	0.00	3,130.00	3,130.00	0.0%
Materials and Supplies		4300	458,667.00	1,493,156.00	1,951,823.00	440,272.00	1,869,544.00	2,309,816.00	18.3%
Noncapitalized Equipment		4400	0.00	170,399.00	170,399.00	0.00	0.00	0.00	-100.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			467,767.00	2,484,646.00	2,952,413.00	449,372.00	2,054,137.00	2,503,509.00	-15.2%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	893,991.00	893,991.00	0.00	893,991.00	893,991.00	0.0%
Travel and Conferences		5200	26,228.00	29,181.00	55,409.00	25,257.00	23,951.00	49,208.00	-11.2%
Dues and Memberships		5300	25,402.00	0.00	25,402.00	25,402.00	0.00	25,402.00	0.0%
Insurance		5400 - 5450	424,705.00	0.00	424,705.00	424,705.00	0.00	424,705.00	0.0%
Operations and Housekeeping Services		5500	693,000.00	7,100.00	700,100.00	693,000.00	7,100.00	700,100.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	80,202.00	863,821.00	944,023.00	80,202.00	584,480.00	664,682.00	-29.6%
Transfers of Direct Costs		5710	47,686.00	(47,686.00)	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	920,113.00	1,999,418.00	2,919,531.00	824,891.00	1,456,144.00	2,281,035.00	-21.9%
Communications		5900	234,592.00	4,323.00	238,915.00	252,311.00	4,289.00	256,600.00	7.4%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			2,451,928.00	3,750,148.00	6,202,076.00	2,325,768.00	2,969,955.00	5,295,723.00	-14.6%
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Buildings and Improvements of Buildings		6200	0.00	76,500.00	76,500.00	0.00	76,500.00	76,500.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	121,477.00	121,477.00	0.00	44,512.00	44,512.00	-63.4%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	197,977.00	197,977.00	0.00	121,012.00	121,012.00	-38.9%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict									
Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	16,737.00	0.00	16,737.00	16,737.00	0.00	16,737.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	23,000.00	23,000.00	0.00	23,000.00	23,000.00	0.0%
Payments to County Offices		7142	49,590.00	248,533.00	298,123.00	49,590.00	248,533.00	298,123.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			66,327.00	271,533.00	337,860.00	66,327.00	271,533.00	337,860.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(12,283.00)	12,283.00	0.00	(12,283.00)	12,283.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(9,412.00)	0.00	(9,412.00)	(9,412.00)	0.00	(9,412.00)	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(21,695.00)	12,283.00	(9,412.00)	(21,695.00)	12,283.00	(9,412.00)	0.0%
TOTAL, EXPENDITURES			26,477,065.00	19,100,660.00	45,577,725.00	26,773,632.00	17,027,670.00	43,801,302.00	-3.9%
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	350,000.00	0.00	350,000.00	350,000.00	0.00	350,000.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			350,000.00	0.00	350,000.00	350,000.00	0.00	350,000.00	0.0%
OTHER SOURCES/USES									
SOURCES									
State Apportionments									
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(7,552,740.00)	7,552,740.00	0.00	(7,727,277.00)	7,727,277.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(7,552,740.00)	7,552,740.00	0.00	(7,727,277.00)	7,727,277.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			(7,902,740.00)	7,552,740.00	(350,000.00)	(8,077,277.00)	7,727,277.00	(350,000.00)	0.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	31,227,536.00	1,984,217.00	33,211,753.00	32,388,033.00	1,984,217.00	34,372,250.00	3.5%
2) Federal Revenue		8100-8299	0.00	2,565,939.00	2,565,939.00	0.00	1,775,141.00	1,775,141.00	-30.8%
3) Other State Revenue		8300-8599	569,937.00	4,215,273.00	4,785,210.00	552,333.00	3,824,420.00	4,376,753.00	-8.5%
4) Other Local Revenue		8600-8799	202,659.00	2,928,476.00	3,131,135.00	200,000.00	2,297,863.00	2,497,863.00	-20.2%
5) TOTAL, REVENUES			32,000,132.00	11,693,905.00	43,694,037.00	33,140,366.00	9,881,641.00	43,022,007.00	-1.5%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		15,271,995.00	11,062,722.00	26,334,717.00	15,867,180.00	10,676,596.00	26,543,776.00	0.8%
2) Instruction - Related Services	2000-2999		5,291,496.00	1,862,430.00	7,153,926.00	5,072,071.00	1,192,750.00	6,264,821.00	-12.4%
3) Pupil Services	3000-3999		932,731.00	2,577,885.00	3,510,616.00	931,905.00	2,188,131.00	3,120,036.00	-11.1%
4) Ancillary Services	4000-4999		444,150.00	385,052.00	829,202.00	441,005.00	300,909.00	741,914.00	-10.5%
5) Community Services	5000-5999		0.00	47,000.00	47,000.00	0.00	47,000.00	47,000.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		3,038,641.00	28,844.00	3,067,485.00	2,963,419.00	14,149.00	2,977,568.00	-2.9%
8) Plant Services	8000-8999		1,431,725.00	2,865,194.00	4,296,919.00	1,431,725.00	2,336,602.00	3,768,327.00	-12.3%
9) Other Outgo	9000-9999	Except 7600-7699	66,327.00	271,533.00	337,860.00	66,327.00	271,533.00	337,860.00	0.0%
10) TOTAL, EXPENDITURES			26,477,065.00	19,100,660.00	45,577,725.00	26,773,632.00	17,027,670.00	43,801,302.00	-3.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			5,523,067.00	(7,406,755.00)	(1,883,688.00)	6,366,734.00	(7,146,029.00)	(779,295.00)	-58.6%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	350,000.00	0.00	350,000.00	350,000.00	0.00	350,000.00	0.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(7,552,740.00)	7,552,740.00	0.00	(7,727,277.00)	7,727,277.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(7,902,740.00)	7,552,740.00	(350,000.00)	(8,077,277.00)	7,727,277.00	(350,000.00)	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(2,379,673.00)	145,985.00	(2,233,688.00)	(1,710,543.00)	581,248.00	(1,129,295.00)	-49.4%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	6,731,961.79	2,314,767.71	9,046,729.50	4,352,288.79	1,578,219.71	5,930,508.50	-34.4%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,731,961.79	2,314,767.71	9,046,729.50	4,352,288.79	1,578,219.71	5,930,508.50	-34.4%
d) Other Restatements		9795	0.00	(882,533.00)	(882,533.00)	0.00	0.00	0.00	-100.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,731,961.79	1,432,234.71	8,164,196.50	4,352,288.79	1,578,219.71	5,930,508.50	-27.4%
2) Ending Balance, June 30 (E + F1e)			4,352,288.79	1,578,219.71	5,930,508.50	2,641,745.79	2,159,467.71	4,801,213.50	-19.0%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	25,000.00	0.00	25,000.00	25,000.00	0.00	25,000.00	0.0%
Stores		9712	20,000.00	0.00	20,000.00	20,000.00	0.00	20,000.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	1,578,220.29	1,578,220.29	0.00	2,159,468.29	2,159,468.29	36.8%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	1,377,832.00	0.00	1,377,832.00	1,324,540.00	0.00	1,324,540.00	-3.9%
Unassigned/Unappropriated Amount		9790	2,929,456.79	(.58)	2,929,456.21	1,272,205.79	(.58)	1,272,205.21	-56.6%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
2600	Expanded Learning Opportunities Program	409,345.00	818,690.00
6266	Educator Effectiveness, FY 2021-22	502,698.00	502,698.00
6512	Special Ed: Mental Health Services	48,773.61	48,773.61
6546	Mental Health-Related Services	201,938.10	338,628.10
6547	Special Education Early Intervention Preschool Grant	46,906.00	93,812.00
7311	Classified School Employee Professional Development Block Grant	20,683.00	20,683.00
9010	Other Restricted Local	347,876.58	336,183.58
Total, Restricted Balance		1,578,220.29	2,159,468.29

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	146,547.19	146,547.19	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			146,547.19	146,547.19	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			146,547.19	146,547.19	0.0%
2) Ending Balance, June 30 (E + F1e)			146,547.19	146,547.19	0.0%
Components of Ending Fund Balance					

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	146,547.19	146,547.19	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	146,547.19		
9) TOTAL, ASSETS			146,547.19		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenues		9650	0.00		
6) TOTAL, LIABILITIES			0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			146,547.19		
REVENUES					
Sale of Equipment and Supplies		8631	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES					
(a- b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	146,547.19	146,547.19	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			146,547.19	146,547.19	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			146,547.19	146,547.19	0.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
2) Ending Balance, June 30 (E + F1e)			146,547.19	146,547.19	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	146,547.19	146,547.19	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
8210	Student Activity Funds	146,547.19	146,547.19
Total, Restricted Balance		146,547.19	146,547.19

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	43,346.00	43,346.00	0.0%
3) Other State Revenue		8300-8599	359,064.00	359,064.00	0.0%
4) Other Local Revenue		8600-8799	3,783.00	400.00	-89.4%
5) TOTAL, REVENUES			406,193.00	402,810.00	-0.8%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	159,631.00	156,835.00	-1.8%
2) Classified Salaries		2000-2999	62,129.00	62,129.00	0.0%
3) Employee Benefits		3000-3999	70,790.00	70,203.00	-0.8%
4) Books and Supplies		4000-4999	47,233.00	47,233.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	20,813.00	20,813.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	9,412.00	9,412.00	0.0%
9) TOTAL, EXPENDITURES			370,008.00	366,625.00	-0.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			36,185.00	36,185.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			36,185.00	36,185.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	148,415.72	184,600.72	24.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			148,415.72	184,600.72	24.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			148,415.72	184,600.72	24.4%
2) Ending Balance, June 30 (E + F1e)			184,600.72	220,785.72	19.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	184,600.72	220,785.72	19.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	184,600.72		
9) TOTAL, ASSETS			184,600.72		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G9 + H2) - (I6 + J2)			184,600.72		
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
FEDERAL REVENUE					
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Pass-Through Revenues from					
Federal Sources		8287	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	43,346.00	43,346.00	0.0%
TOTAL, FEDERAL REVENUE			43,346.00	43,346.00	0.0%
OTHER STATE REVENUE					
Other State Apportionments					
All Other State Apportionments - Current Year		8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years		8319	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
Adult Education Program	6391	8590	359,064.00	359,064.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			359,064.00	359,064.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	400.00	400.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Adult Education Fees		8671	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	3,383.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Tuition		8710	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			3,783.00	400.00	-89.4%
TOTAL, REVENUES			406,193.00	402,810.00	-0.8%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	2,796.00	0.00	-100.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	156,835.00	156,835.00	0.0%
TOTAL, CERTIFICATED SALARIES			159,631.00	156,835.00	-1.8%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	62,129.00	62,129.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			62,129.00	62,129.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	24,559.00	24,086.00	-1.9%
PERS		3201-3202	13,226.00	13,226.00	0.0%
OASDI/Medicare/Alternative		3301-3302	7,057.00	7,016.00	-0.6%
Health and Welfare Benefits		3401-3402	20,399.00	20,399.00	0.0%
Unemployment Insurance		3501-3502	1,059.00	1,045.00	-1.3%
Workers' Compensation		3601-3602	4,490.00	4,431.00	-1.3%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			70,790.00	70,203.00	-0.8%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	39,603.00	39,603.00	0.0%
Noncapitalized Equipment		4400	7,630.00	7,630.00	0.0%
TOTAL, BOOKS AND SUPPLIES			47,233.00	47,233.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	5,345.00	5,345.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	1,540.00	1,540.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	13,928.00	13,928.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			20,813.00	20,813.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition, Excess Costs, and/or Deficit Payments					

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	9,412.00	9,412.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			9,412.00	9,412.00	0.0%
TOTAL, EXPENDITURES			370,008.00	366,625.00	-0.9%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	43,346.00	43,346.00	0.0%
3) Other State Revenue		8300-8599	359,064.00	359,064.00	0.0%
4) Other Local Revenue		8600-8799	3,783.00	400.00	-89.4%
5) TOTAL, REVENUES			406,193.00	402,810.00	-0.8%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		24,673.00	24,673.00	0.0%
2) Instruction - Related Services	2000-2999		335,923.00	332,540.00	-1.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		9,412.00	9,412.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			370,008.00	366,625.00	-0.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			36,185.00	36,185.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			36,185.00	36,185.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	148,415.72	184,600.72	24.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			148,415.72	184,600.72	24.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			148,415.72	184,600.72	24.4%
2) Ending Balance, June 30 (E + F1e)			184,600.72	220,785.72	19.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	184,600.72	220,785.72	19.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
6391	Adult Education Program	184,600.72	220,785.72
Total, Restricted Balance		184,600.72	220,785.72

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	289,752.00	239,401.00	-17.4%
4) Other Local Revenue		8600-8799	2,768.00	0.00	-100.0%
5) TOTAL, REVENUES			292,520.00	239,401.00	-18.2%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	174,673.00	122,296.00	-30.0%
3) Employee Benefits		3000-3999	103,565.00	103,565.00	0.0%
4) Books and Supplies		4000-4999	742.00	0.00	-100.0%
5) Services and Other Operating Expenditures		5000-5999	13,540.00	13,540.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			292,520.00	239,401.00	-18.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	958.98	958.98	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			958.98	958.98	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			958.98	958.98	0.0%
2) Ending Balance, June 30 (E + F1e)			958.98	958.98	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	958.98	958.98	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	958.98		
9) TOTAL, ASSETS			958.98		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G9 + H2) - (I6 + J2)			958.98		
FEDERAL REVENUE					
Child Nutrition Programs		8220	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
State Preschool	6105	8590	289,752.00	239,401.00	-17.4%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			289,752.00	239,401.00	-17.4%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	2,768.00	0.00	-100.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			2,768.00	0.00	-100.0%
TOTAL, REVENUES			292,520.00	239,401.00	-18.2%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	104,967.00	88,165.00	-16.0%
Classified Support Salaries		2200	16,017.00	16,017.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	53,689.00	18,114.00	-66.3%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			174,673.00	122,296.00	-30.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	45,328.00	45,328.00	0.0%
OASDI/Medicare/Alternative		3301-3302	13,495.00	13,495.00	0.0%
Health and Welfare Benefits		3401-3402	38,665.00	38,665.00	0.0%
Unemployment Insurance		3501-3502	882.00	882.00	0.0%
Workers' Compensation		3601-3602	3,738.00	3,738.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	1,457.00	1,457.00	0.0%
TOTAL, EMPLOYEE BENEFITS			103,565.00	103,565.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	742.00	0.00	-100.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			742.00	0.00	-100.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	13,358.00	13,358.00	0.0%
Communications		5900	182.00	182.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			13,540.00	13,540.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			292,520.00	239,401.00	-18.2%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8911	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	289,752.00	239,401.00	-17.4%
4) Other Local Revenue		8600-8799	2,768.00	0.00	-100.0%
5) TOTAL, REVENUES			292,520.00	239,401.00	-18.2%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		171,541.00	153,997.00	-10.2%
2) Instruction - Related Services	2000-2999		120,979.00	85,404.00	-29.4%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			292,520.00	239,401.00	-18.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	958.98	958.98	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			958.98	958.98	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			958.98	958.98	0.0%
2) Ending Balance, June 30 (E + F1e)			958.98	958.98	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	958.98	958.98	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	528,063.00	525,000.00	-0.6%
3) Other State Revenue		8300-8599	67,209.00	35,000.00	-47.9%
4) Other Local Revenue		8600-8799	96,617.00	96,557.00	-0.1%
5) TOTAL, REVENUES			691,889.00	656,557.00	-5.1%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	329,868.00	309,868.00	-6.1%
3) Employee Benefits		3000-3999	181,924.00	181,924.00	0.0%
4) Books and Supplies		4000-4999	464,165.00	456,122.00	-1.7%
5) Services and Other Operating Expenditures		5000-5999	41,680.00	41,680.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			1,017,637.00	989,594.00	-2.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(325,748.00)	(333,037.00)	2.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	350,000.00	350,000.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			350,000.00	350,000.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			24,252.00	16,963.00	-30.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	8,043.41	32,295.41	301.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			8,043.41	32,295.41	301.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			8,043.41	32,295.41	301.5%
2) Ending Balance, June 30 (E + F1e)			32,295.41	49,258.41	52.5%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	32,295.41	49,258.41	52.5%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	32,295.41		
9) TOTAL, ASSETS			32,295.41		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G9 + H2) - (I6 + J2)			32,295.41		
FEDERAL REVENUE					
Child Nutrition Programs		8220	525,000.00	525,000.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	3,063.00	0.00	-100.0%
TOTAL, FEDERAL REVENUE			528,063.00	525,000.00	-0.6%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	67,209.00	35,000.00	-47.9%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			67,209.00	35,000.00	-47.9%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	95,065.00	95,005.00	-0.1%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	1,552.00	1,552.00	0.0%
TOTAL, OTHER LOCAL REVENUE			96,617.00	96,557.00	-0.1%
TOTAL, REVENUES			691,889.00	656,557.00	-5.1%
CERTIFICATED SALARIES					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	248,071.00	228,071.00	-8.1%
Classified Supervisors' and Administrators' Salaries		2300	19,216.00	19,216.00	0.0%
Clerical, Technical and Office Salaries		2400	62,581.00	62,581.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
TOTAL, CLASSIFIED SALARIES			329,868.00	309,868.00	-6.1%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	73,180.00	73,180.00	0.0%
OASDI/Medicare/Alternative		3301-3302	21,637.00	21,637.00	0.0%
Health and Welfare Benefits		3401-3402	75,079.00	75,079.00	0.0%
Unemployment Insurance		3501-3502	1,414.00	1,414.00	0.0%
Workers' Compensation		3601-3602	5,993.00	5,993.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	4,621.00	4,621.00	0.0%
TOTAL, EMPLOYEE BENEFITS			181,924.00	181,924.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	11,998.00	11,998.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	452,167.00	444,124.00	-1.8%
TOTAL, BOOKS AND SUPPLIES			464,165.00	456,122.00	-1.7%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	6,081.00	6,081.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	4,101.00	4,101.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	6,563.00	6,563.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	23,507.00	23,507.00	0.0%
Communications		5900	1,428.00	1,428.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			41,680.00	41,680.00	0.0%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			1,017,637.00	989,594.00	-2.8%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	350,000.00	350,000.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			350,000.00	350,000.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			350,000.00	350,000.00	0.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	528,063.00	525,000.00	-0.6%
3) Other State Revenue		8300-8599	67,209.00	35,000.00	-47.9%
4) Other Local Revenue		8600-8799	96,617.00	96,557.00	-0.1%
5) TOTAL, REVENUES			691,889.00	656,557.00	-5.1%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		1,013,036.00	984,993.00	-2.8%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		4,601.00	4,601.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			1,017,637.00	989,594.00	-2.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(325,748.00)	(333,037.00)	2.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	350,000.00	350,000.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			350,000.00	350,000.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			24,252.00	16,963.00	-30.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	8,043.41	32,295.41	301.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			8,043.41	32,295.41	301.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			8,043.41	32,295.41	301.5%
2) Ending Balance, June 30 (E + F1e)			32,295.41	49,258.41	52.5%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	32,295.41	49,258.41	52.5%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	86.41	17,049.41
7028	Child Nutrition: Kitchen Infrastructure Upgrade Funds	25,000.00	25,000.00
7029	Child Nutrition: Food Service Staff Training Funds	7,209.00	7,209.00
Total, Restricted Balance		32,295.41	49,258.41

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	3.00	3.00	0.0%
5) TOTAL, REVENUES			3.00	3.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			3.00	3.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			3.00	3.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	236.85	239.85	1.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			236.85	239.85	1.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			236.85	239.85	1.3%
2) Ending Balance, June 30 (E + F1e)			239.85	242.85	1.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	239.85	242.85	1.3%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	239.85		
9) TOTAL, ASSETS			239.85		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G9 + H2) - (I6 + J2)			239.85		
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
OTHER STATE REVENUE					
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	3.00	3.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			3.00	3.00	0.0%
TOTAL, REVENUES			3.00	3.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	3.00	3.00	0.0%
5) TOTAL, REVENUES			3.00	3.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			3.00	3.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			3.00	3.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	236.85	239.85	1.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			236.85	239.85	1.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			236.85	239.85	1.3%
2) Ending Balance, June 30 (E + F1e)			239.85	242.85	1.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	239.85	242.85	1.3%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	900.00	900.00	0.0%
5) TOTAL, REVENUES			900.00	900.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			900.00	900.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			900.00	900.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	74,399.89	75,299.89	1.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			74,399.89	75,299.89	1.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			74,399.89	75,299.89	1.2%
2) Ending Balance, June 30 (E + F1e)			75,299.89	76,199.89	1.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	75,299.89	76,199.89	1.2%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	75,299.89		
9) TOTAL, ASSETS			75,299.89		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G9 + H2) - (I6 + J2)			75,299.89		
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	900.00	900.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			900.00	900.00	0.0%
TOTAL, REVENUES			900.00	900.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	900.00	900.00	0.0%
5) TOTAL, REVENUES			900.00	900.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			900.00	900.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			900.00	900.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	74,399.89	75,299.89	1.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			74,399.89	75,299.89	1.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			74,399.89	75,299.89	1.2%
2) Ending Balance, June 30 (E + F1e)			75,299.89	76,199.89	1.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	75,299.89	76,199.89	1.2%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	400,000.00	400,000.00	0.0%
5) TOTAL, REVENUES			400,000.00	400,000.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	85,125.00	85,125.00	0.0%
3) Employee Benefits		3000-3999	39,618.00	39,618.00	0.0%
4) Books and Supplies		4000-4999	443,427.00	409,078.00	-7.7%
5) Services and Other Operating Expenditures		5000-5999	1,314,807.00	1,314,807.00	0.0%
6) Capital Outlay		6000-6999	5,832,354.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			7,715,331.00	1,848,628.00	-76.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(7,315,331.00)	(1,448,628.00)	-80.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(7,315,331.00)	(1,448,628.00)	-80.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	41,654,477.44	34,339,146.44	-17.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			41,654,477.44	34,339,146.44	-17.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			41,654,477.44	34,339,146.44	-17.6%
2) Ending Balance, June 30 (E + F1e)			34,339,146.44	32,890,518.44	-4.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	34,339,146.44	32,890,518.44	-4.2%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	34,339,146.44		
9) TOTAL, ASSETS			34,339,146.44		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			34,339,146.44		
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	400,000.00	400,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			400,000.00	400,000.00	0.0%
TOTAL, REVENUES			400,000.00	400,000.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	55,043.00	55,043.00	0.0%
Clerical, Technical and Office Salaries		2400	30,082.00	30,082.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			85,125.00	85,125.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	20,333.00	20,333.00	0.0%
OASDI/Medicare/Alternative		3301-3302	6,507.00	6,507.00	0.0%
Health and Welfare Benefits		3401-3402	9,970.00	9,970.00	0.0%
Unemployment Insurance		3501-3502	426.00	426.00	0.0%
Workers' Compensation		3601-3602	1,803.00	1,803.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	579.00	579.00	0.0%
TOTAL, EMPLOYEE BENEFITS			39,618.00	39,618.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	57,856.00	57,856.00	0.0%
Noncapitalized Equipment		4400	385,571.00	351,222.00	-8.9%
TOTAL, BOOKS AND SUPPLIES			443,427.00	409,078.00	-7.7%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	171,791.00	171,791.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	1,143,016.00	1,143,016.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,314,807.00	1,314,807.00	0.0%
CAPITAL OUTLAY					
Land		6100	61,900.00	0.00	-100.0%
Land Improvements		6170	2,825,009.00	0.00	-100.0%
Buildings and Improvements of Buildings		6200	2,918,639.00	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	26,806.00	0.00	-100.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			5,832,354.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			7,715,331.00	1,848,628.00	-76.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
From: All Other Funds To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale of Bonds		8951	0.00	0.00	0.0%
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	400,000.00	400,000.00	0.0%
5) TOTAL, REVENUES			400,000.00	400,000.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		7,715,331.00	1,848,628.00	-76.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			7,715,331.00	1,848,628.00	-76.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)			(7,315,331.00)	(1,448,628.00)	-80.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)			(7,315,331.00)	(1,448,628.00)	-80.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	41,654,477.44	34,339,146.44	-17.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			41,654,477.44	34,339,146.44	-17.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			41,654,477.44	34,339,146.44	-17.6%
2) Ending Balance, June 30 (E + F1e)			34,339,146.44	32,890,518.44	-4.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	34,339,146.44	32,890,518.44	-4.2%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
9010	Other Restricted Local	34,339,146.44	32,890,518.44
Total, Restricted Balance		34,339,146.44	32,890,518.44

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	235,000.00	235,000.00	0.0%
5) TOTAL, REVENUES			235,000.00	235,000.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	14,484.00	14,484.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			14,484.00	14,484.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			220,516.00	220,516.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			220,516.00	220,516.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,726,469.57	1,946,985.57	12.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,726,469.57	1,946,985.57	12.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,726,469.57	1,946,985.57	12.8%
2) Ending Balance, June 30 (E + F1e)			1,946,985.57	2,167,501.57	11.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,946,985.57	2,167,501.57	11.3%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	1,946,985.57		
9) TOTAL, ASSETS			1,946,985.57		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			1,946,985.57		
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	20,000.00	20,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Mitigation/Developer Fees		8681	215,000.00	215,000.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			235,000.00	235,000.00	0.0%
TOTAL, REVENUES			235,000.00	235,000.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
CERTIFICATED SALARIES					
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	11,484.00	11,484.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	3,000.00	3,000.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			14,484.00	14,484.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			14,484.00	14,484.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
From: All Other Funds To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	235,000.00	235,000.00	0.0%
5) TOTAL, REVENUES			235,000.00	235,000.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		14,484.00	14,484.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			14,484.00	14,484.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)			220,516.00	220,516.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)			220,516.00	220,516.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,726,469.57	1,946,985.57	12.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,726,469.57	1,946,985.57	12.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,726,469.57	1,946,985.57	12.8%
2) Ending Balance, June 30 (E + F1e)			1,946,985.57	2,167,501.57	11.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,946,985.57	2,167,501.57	11.3%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
9010	Other Restricted Local	1,946,985.57	2,167,501.57
Total, Restricted Balance		1,946,985.57	2,167,501.57

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	9,896,550.76	9,896,550.76	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			9,896,550.76	9,896,550.76	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			9,896,550.76	9,896,550.76	0.0%
2) Ending Balance, June 30 (E + F1e)			9,896,550.76	9,896,550.76	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	9,896,550.76	9,896,550.76	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions					
Voted Indebtedness Levies					
Homeowners' Exemptions		8571	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8572	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Voted Indebtedness Levies					
Secured Roll		8611	0.00	0.00	0.0%
Unsecured Roll		8612	0.00	0.00	0.0%
Prior Years' Taxes		8613	0.00	0.00	0.0%
Supplemental Taxes		8614	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Bond Redemptions		7433	0.00	0.00	0.0%
Bond Interest and Other Service Charges		7434	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
From: Bond Interest and Redemption Fund To: General Fund		7614	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	9,896,550.76	9,896,550.76	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			9,896,550.76	9,896,550.76	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			9,896,550.76	9,896,550.76	0.0%
2) Ending Balance, June 30 (E + F1e)			9,896,550.76	9,896,550.76	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	9,896,550.76	9,896,550.76	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
9010	Other Restricted Local	9,896,550.76	9,896,550.76
Total, Restricted Balance		9,896,550.76	9,896,550.76

Description	2021-22 Estimated Actuals			2022-23 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA						
Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	2,580.74	2,580.74	2,938.67	2,477.16	2,477.16	2,819.36
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA						
Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)	11.47	11.47	11.47	11.47	11.47	11.47
3. Total Basic Aid Open Enrollment Regular ADA						
Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
4. Total, District Regular ADA (Sum of Lines A1 through A3)	2,592.21	2,592.21	2,950.14	2,488.63	2,488.63	2,830.83
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	2.76	2.76	2.76	2.76	2.76	2.76
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	2.76	2.76	2.76	2.76	2.76	2.76

Description	2021-22 Estimated Actuals			2022-23 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	2,594.97	2,594.97	2,952.90	2,491.39	2,491.39	2,833.59
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2021-22 Estimated Actuals			2022-23 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
B. COUNTY OFFICE OF EDUCATION						
1. County Program Alternative Education Grant ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole,Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	0.00	0.00	0.00	0.00	0.00	0.00
2. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs:Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund(Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)	0.00	0.00	0.00	0.00	0.00	0.00
3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)	0.00	0.00	0.00	0.00	0.00	0.00
4. Adults in Correctional Facilities						
5. County Operations Grant ADA						
6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2021-22 Estimated Actuals			2022-23 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools.						
Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA						
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole,Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.00
3. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs:Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	0.00	0.00	0.00	0.00	0.00	0.00
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA						
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole,Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						

Description	2021-22 Estimated Actuals			2022-23 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.00
7. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	0.00	0.00	0.00	0.00	0.00	0.00
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	0.00	0.00	0.00	0.00	0.00	0.00

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF:	JUNE									
A. BEGINNING CASH			5,690,959.32	4,675,919.32	869,362.49	(2,023,462.68)	(4,150,710.95)	(6,158,760.66)	4,943,172.79	4,719,192.46
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		51,068.55	51,068.55	233,602.89	91,923.39	91,923.39	233,602.89	91,923.39	91,923.39
Property Taxes	8020-8079		0.00	0.00	0.00	1,069,247.09	1,423,915.47	12,978,649.16	2,294,737.47	0.00
Miscellaneous Funds	8080-8099		0.00	0.00	0.00	0.00	0.00	881,938.62	0.00	0.00
Federal Revenue	8100-8299		0.00	0.00	0.00	0.00	0.00	121,302.32	0.00	303,968.00
Other State Revenue	8300-8599		23,605.05	23,605.05	42,489.09	42,489.09	42,489.09	239,277.56	42,489.09	42,489.09
Other Local Revenue	8600-8799		945.15	0.00	4,742.07	0.00	5,924.47	32,592.23	856,030.99	45,750.20
Interfund Transfers In	8910-8929		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Sources	8930-8979		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECEIPTS			75,618.75	74,673.60	280,834.05	1,203,659.57	1,564,252.42	14,487,362.78	3,285,180.94	484,130.68
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		229,091.73	1,527,148.57	1,527,148.57	1,527,148.57	1,527,148.57	1,527,148.57	1,527,148.57	1,527,148.57
Classified Salaries	2000-2999		501,846.91	602,919.19	602,919.19	602,919.19	602,919.19	602,919.19	602,919.19	602,919.19
Employee Benefits	3000-3999		372,224.22	828,026.34	828,026.34	828,026.34	828,026.34	828,026.34	828,026.34	828,026.34
Books and Supplies	4000-4999		88,047.60	171,932.49	89,474.20	138,118.74	131,795.05	100,610.21	70,378.55	244,596.55
Services	5000-5999		133,911.40	701,613.84	126,090.92	256,046.88	482,411.97	299,633.64	429,335.03	360,703.19
Capital Outlay	6000-6599		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Outgo	7000-7499		(19,914.20)	49,590.00	0.00	(21,351.88)	1.00	27,091.37	51,353.59	0.00
Interfund Transfers Out	7600-7629		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Uses	7630-7699		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL DISBURSEMENTS			1,305,207.65	3,881,230.43	3,173,659.22	3,330,907.84	3,572,302.12	3,385,429.33	3,509,161.27	3,563,393.85
D. BALANCE SHEET ITEMS										
Assets and Deferred Outflows										
Cash Not In Treasury	9111-9199	25,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Accounts Receivable	9200-9299	4,488,571.97	4,488,571.97	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Due From Other Funds	9310	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Stores	9320	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
Prepaid Expenditures	9330	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Current Assets	9340	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Deferred Outflows of Resources	9490	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SUBTOTAL		4,513,571.97	4,488,571.97	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Liabilities and Deferred Inflows										
Accounts Payable	9500-9599	4,274,023.07	4,274,023.07	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Due To Other Funds	9610	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Current Loans	9640	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Unearned Revenues	9650	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Deferred Inflows of Resources	9690	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SUBTOTAL		4,274,023.07	4,274,023.07	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Nonoperating										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		239,548.90	214,548.90	0.00	0.00	0.00	0.00	0.00	0.00	0.00
E. NET INCREASE/DECREASE (B - C + D)			(1,015,040.00)	(3,806,556.83)	(2,892,825.17)	(2,127,248.27)	(2,008,049.70)	11,101,933.45	(223,980.33)	(3,079,263.17)
F. ENDING CASH (A + E)			4,675,919.32	869,362.49	(2,023,462.68)	(4,150,710.95)	(6,158,760.66)	4,943,172.79	4,719,192.46	1,639,929.29
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Description	Object	Beginning Balances (Ref. Only)	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF:	JUNE									
A. BEGINNING CASH			1,639,929.29	112,768.82	6,457,716.91	3,940,383.05				
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		233,602.89	91,923.39	91,923.39	233,602.89	0.00	0.00	1,588,089.00	1,588,089.00
Property Taxes	8020-8079		1,476,575.48	7,716,704.61	684,841.41	3,165,133.31	0.00	0.00	30,809,804.00	30,809,804.00
Miscellaneous Funds	8080-8099		0.00	916,245.25	0.00	0.00	176,173.13	0.00	1,974,357.00	1,974,357.00
Federal Revenue	8100-8299		105,491.81	0.00	0.00	62,443.50	1,181,935.37	0.00	1,775,141.00	1,775,141.00
Other State Revenue	8300-8599		198,900.38	141,686.97	80,642.09	148,398.34	3,308,192.11	0.00	4,376,753.00	4,376,753.00
Other Local Revenue	8600-8799		218,575.41	668,172.68	183,689.93	6,303.25	475,136.62	0.00	2,497,863.00	2,497,863.00
Interfund Transfers In	8910-8929		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Sources	8930-8979		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECEIPTS			2,233,145.97	9,534,732.90	1,041,096.82	3,615,881.29	5,141,437.23	0.00	43,022,007.00	43,022,007.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		1,527,148.57	1,527,148.57	1,527,148.57	1,527,148.57	0.00	0.00	17,027,726.00	17,027,726.00
Classified Salaries	2000-2999		602,919.19	602,919.19	602,919.19	602,919.19	0.00	0.00	7,133,958.00	7,133,958.00
Employee Benefits	3000-3999		828,026.34	828,026.34	828,026.34	828,026.34	1,910,412.00	0.00	11,390,926.00	11,390,926.00
Books and Supplies	4000-4999		144,482.16	22,724.78	106,980.49	106,980.49	1,087,387.68	0.00	2,503,509.00	2,503,509.00
Services	5000-5999		604,579.78	208,965.92	427,376.18	427,376.18	837,678.08	0.00	5,295,723.00	5,295,723.00
Capital Outlay	6000-6599		0.00	0.00	0.00	0.00	121,012.00	0.00	121,012.00	121,012.00
Other Outgo	7000-7499		53,150.39	0.00	65,979.91	65,979.91	56,567.91	0.00	328,448.00	328,448.00
Interfund Transfers Out	7600-7629		0.00	0.00	0.00	0.00	350,000.00	0.00	350,000.00	350,000.00
All Other Financing Uses	7630-7699		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL DISBURSEMENTS			3,760,306.44	3,189,784.81	3,558,430.68	3,558,430.68	4,363,057.67	0.00	44,151,302.00	44,151,302.00
D. BALANCE SHEET ITEMS										
Assets and Deferred Outflows										
Cash Not In Treasury	9111-9199	25,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Accounts Receivable	9200-9299	4,488,571.97	0.00	0.00	0.00	0.00	(5,141,437.23)	0.00	(652,865.26)	
Due From Other Funds	9310	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Stores	9320	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	

Description	Object	Beginning Balances (Ref. Only)	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
Prepaid Expenditures	9330	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Other Current Assets	9340	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Deferred Outflows of Resources	9490	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
SUBTOTAL		4,513,571.97	0.00	0.00	0.00	0.00	(5,141,437.23)	0.00	(652,865.26)	
Liabilities and Deferred Inflows										
Accounts Payable	9500-9599	4,274,023.07	0.00	0.00	0.00	0.00	(4,363,057.67)	0.00	(89,034.60)	
Due To Other Funds	9610	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Current Loans	9640	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Unearned Revenues	9650	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Deferred Inflows of Resources	9690	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
SUBTOTAL		4,274,023.07	0.00	0.00	0.00	0.00	(4,363,057.67)	0.00	(89,034.60)	
Nonoperating										
Suspense Clearing	9910								0.00	
TOTAL BALANCE SHEET ITEMS		239,548.90	0.00	0.00	0.00	0.00	(778,379.56)	0.00	(563,830.66)	
E. NET INCREASE/DECREASE (B - C + D)			(1,527,160.47)	6,344,948.09	(2,517,333.86)	57,450.61	0.00	0.00	(1,693,125.66)	(1,129,295.00)
F. ENDING CASH (A + E)			112,768.82	6,457,716.91	3,940,383.05	3,997,833.66				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS									3,997,833.66	

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF:	JUNE									
A. BEGINNING CASH			3,997,833.66	3,552,384.34	(261,023.51)	(3,186,464.17)	(5,278,872.60)	(7,239,098.80)	4,354,746.62	4,191,560.08
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		51,068.55	51,068.55	225,911.14	91,923.39	91,923.39	225,911.14	91,923.39	91,923.39
Property Taxes	8020-8079		0.00	0.00	0.00	1,112,016.97	1,480,872.08	13,497,795.06	2,386,526.96	0.00
Miscellaneous Funds	8080-8099		0.00	0.00	0.00	0.00	0.00	881,938.62	0.00	0.00
Federal Revenue	8100-8299		0.00	0.00	0.00	0.00	0.00	121,302.32	0.00	303,968.00
Other State Revenue	8300-8599		23,605.05	23,605.05	42,489.09	42,489.09	42,489.09	239,277.56	42,489.09	42,489.09
Other Local Revenue	8600-8799		945.15	0.00	4,742.07	0.00	5,924.47	32,592.23	856,030.99	45,750.20
Interfund Transfers In	8910-8929		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Sources	8930-8979		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECEIPTS			75,618.75	74,673.60	273,142.30	1,246,429.45	1,621,209.03	14,998,816.93	3,376,970.43	484,130.68
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		230,433.99	1,557,896.46	1,557,896.46	1,557,896.46	1,557,896.46	1,557,896.46	1,557,896.46	1,557,896.46
Classified Salaries	2000-2999		502,381.66	615,841.49	615,841.49	615,841.49	615,841.49	615,841.49	615,841.49	615,841.49
Employee Benefits	3000-3999		374,369.44	841,789.41	841,789.41	841,789.41	841,789.41	841,789.41	841,789.41	841,789.41
Books and Supplies	4000-4999		81,062.44	124,580.62	58,045.17	91,571.33	88,781.02	66,970.78	46,624.60	174,582.83
Services	5000-5999		131,114.30	698,383.47	125,010.44	253,091.08	477,125.85	295,382.00	426,651.43	355,284.63
Capital Outlay	6000-6599		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Outgo	7000-7499		(19,914.20)	49,590.00	0.00	(21,351.88)	1.00	27,091.37	51,353.59	0.00
Interfund Transfers Out	7600-7629		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Uses	7630-7699		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL DISBURSEMENTS			1,299,447.63	3,888,081.44	3,198,582.96	3,338,837.88	3,581,435.23	3,404,971.51	3,540,156.97	3,545,394.82
D. BALANCE SHEET ITEMS										
Assets and Deferred Outflows										
Cash Not In Treasury	9111-9199	25,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Accounts Receivable	9200-9299	5,141,437.23	5,141,437.23	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Due From Other Funds	9310	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Stores	9320	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
Prepaid Expenditures	9330	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Current Assets	9340	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Deferred Outflows of Resources	9490	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SUBTOTAL		5,166,437.23	5,141,437.23	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Liabilities and Deferred Inflows										
Accounts Payable	9500-9599	4,363,057.67	4,363,057.67	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Due To Other Funds	9610	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Current Loans	9640	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Unearned Revenues	9650	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Deferred Inflows of Resources	9690	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SUBTOTAL		4,363,057.67	4,363,057.67	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Nonoperating										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		803,379.56	778,379.56	0.00	0.00	0.00	0.00	0.00	0.00	0.00
E. NET INCREASE/DECREASE (B - C + D)			(445,449.32)	(3,813,407.84)	(2,925,440.66)	(2,092,408.43)	(1,960,226.20)	11,593,845.42	(163,186.54)	(3,061,264.14)
F. ENDING CASH (A + E)			3,552,384.34	(261,023.51)	(3,186,464.17)	(5,278,872.60)	(7,239,098.80)	4,354,746.62	4,191,560.08	1,130,295.94
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Description	Object	Beginning Balances (Ref. Only)	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF:	JUNE									
A. BEGINNING CASH			1,130,295.94	(351,033.07)	6,257,245.47	3,751,887.22				
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		225,911.14	91,923.39	91,923.39	225,911.14	0.00	0.00	1,557,322.00	1,557,322.00
Property Taxes	8020-8079		1,535,638.49	8,025,372.75	712,235.07	3,291,738.63	0.00	0.00	32,042,196.00	32,042,196.00
Miscellaneous Funds	8080-8099		0.00	916,245.25	0.00	0.00	175,818.13	0.00	1,974,002.00	1,974,002.00
Federal Revenue	8100-8299		105,491.81	0.00	0.00	62,443.50	569,924.37	0.00	1,163,130.00	1,163,130.00
Other State Revenue	8300-8599		194,866.13	141,686.97	80,642.09	144,364.09	2,695,389.61	0.00	3,755,882.00	3,755,882.00
Other Local Revenue	8600-8799		218,575.41	668,172.68	183,689.93	6,303.25	475,136.62	0.00	2,497,863.00	2,497,863.00
Interfund Transfers In	8910-8929		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Sources	8930-8979		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECEIPTS			2,280,482.98	9,843,401.04	1,068,490.48	3,730,760.61	3,916,268.73	0.00	42,990,395.00	42,990,395.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		1,557,896.46	1,557,896.46	1,557,896.46	1,557,896.46	0.00	0.00	17,367,295.00	17,367,295.00
Classified Salaries	2000-2999		615,841.49	615,841.49	615,841.49	615,841.49	0.00	0.00	7,276,638.00	7,276,638.00
Employee Benefits	3000-3999		841,789.41	841,789.41	841,789.41	841,789.41	1,910,412.00	0.00	11,544,465.00	11,544,465.00
Books and Supplies	4000-4999		94,632.17	14,772.99	69,546.19	69,546.19	708,113.68	0.00	1,688,830.00	1,688,830.00
Services	5000-5999		598,502.09	204,822.15	422,795.27	422,795.27	821,765.02	0.00	5,232,723.00	5,232,723.00
Capital Outlay	6000-6599		0.00	0.00	0.00	0.00	96,012.00	0.00	96,012.00	96,012.00
Other Outgo	7000-7499		53,150.39	0.00	65,979.91	65,979.91	56,567.91	0.00	328,448.00	328,448.00
Interfund Transfers Out	7600-7629		0.00	0.00	0.00	0.00	350,000.00	0.00	350,000.00	350,000.00
All Other Financing Uses	7630-7699		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL DISBURSEMENTS			3,761,812.00	3,235,122.50	3,573,848.73	3,573,848.73	3,942,870.61	0.00	43,884,411.00	43,884,411.00
D. BALANCE SHEET ITEMS										
Assets and Deferred Outflows										
Cash Not In Treasury	9111-9199	25,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Accounts Receivable	9200-9299	5,141,437.23	0.00	0.00	0.00	0.00	(3,916,268.73)	0.00	1,225,168.50	
Due From Other Funds	9310	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Stores	9320	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	

Description	Object	Beginning Balances (Ref. Only)	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
Prepaid Expenditures	9330	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Other Current Assets	9340	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Deferred Outflows of Resources	9490	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
SUBTOTAL		5,166,437.23	0.00	0.00	0.00	0.00	(3,916,268.73)	0.00	1,225,168.50	
Liabilities and Deferred Inflows										
Accounts Payable	9500-9599	4,363,057.67	0.00	0.00	0.00	0.00	(3,942,870.61)	0.00	420,187.06	
Due To Other Funds	9610	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Current Loans	9640	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Unearned Revenues	9650	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Deferred Inflows of Resources	9690	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
SUBTOTAL		4,363,057.67	0.00	0.00	0.00	0.00	(3,942,870.61)	0.00	420,187.06	
Nonoperating										
Suspense Clearing	9910								0.00	
TOTAL BALANCE SHEET ITEMS		803,379.56	0.00	0.00	0.00	0.00	26,601.88	0.00	804,981.44	
E. NET INCREASE/DECREASE (B - C + D)			(1,481,329.02)	6,608,278.54	(2,505,358.25)	156,911.88	0.00	0.00	(89,034.56)	(894,016.00)
F. ENDING CASH (A + E)			(351,033.07)	6,257,245.47	3,751,887.22	3,908,799.10				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS									3,908,799.10	

ANNUAL BUDGET REPORT:

July 1, 2022 Budget Adoption

Insert "X" in applicable boxes:

X — This budget was developed using the state-adopted Criteria and Standards. It includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP) or annual update to the LCAP that will be effective for the budget year. The budget was filed and adopted subsequent to a public hearing by the governing board of the school district pursuant to Education Code sections 33129, 42127, 52060, 52061, and 52062.

X — If the budget includes a combined assigned and unassigned ending fund balance above the minimum recommended reserve for economic uncertainties, at its public hearing, the school district complied with the requirements of subparagraphs (B) and (C) of paragraph (2) of subdivision (a) of Education Code Section 42127.

Budget available for inspection at:

Place: CUSD District Office
Date: June 7 - 9, 2022

Public Hearing:

Place: CUSD District Office
Date: June 09, 2022
Time: 06:00 PM

Adoption Date: June 23, 2022
Signed:

Clerk/Secretary of the Governing Board

(Original signature required)

Contact person for additional information on the budget reports:

Name: Jennifer Marsh
Title: Interim Chief Business Officer
Telephone: (650) 865-5163
E-mail: MarshJ@cabrillo.k12.ca.us

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review (Form 01CS). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern for fiscal solvency purposes and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Budgeted (funded) ADA has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
CRITERIA AND STANDARDS (continued)			**Met**	**Not Met**
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.		X
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.	X	

4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.	X	
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.	X	
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		X
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		X
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X	
9	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	
SUPPLEMENTAL INFORMATION			**No**	**Yes**
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?	X	
SUPPLEMENTAL INFORMATION (continued)			**No**	**Yes**
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		X
		• If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2021-22) annual payment?	X	

S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		X	
		• If yes, are they lifetime benefits?		n/a	
		• If yes, do benefits continue beyond age 65?		n/a	
		• If yes, are benefits funded by pay-as-you-go?		n/a	
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation)?		X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for:			
		• Certificated? (Section S8A, Line 1)			X
		• Classified? (Section S8B, Line 1)			X
		• Management/supervisor/confidential? (Section S8C, Line 1)			X
S9	Local Control and Accountability Plan (LCAP)	• Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?			X
		• Approval date for adoption of the LCAP or approval of an update to the LCAP:		Jun 23, 2022	
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?			X
ADDITIONAL FISCAL INDICATORS				**No**	**Yes**
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?		X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?		X	
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?			X
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?		X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?		X	
ADDITIONAL FISCAL INDICATORS (continued)				**No**	**Yes**
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?		X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?		X	
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).		X	

A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

Pursuant to Education Code Section 42141, if a school district, either individually or as a member of a joint powers agency, is self-insured for workers' compensation claims, the superintendent of the school district annually shall provide information to the governing board of the school district regarding the estimated accrued but unfunded cost of those claims. The governing board annually shall certify to the county superintendent of schools the amount of money, if any, that it has decided to reserve in its budget for the cost of those claims.

To the County Superintendent of Schools:

_____ Our district is self-insured for workers' compensation claims as defined in Education Code Section 42141(a):

Total liabilities actuarially determined:	$	
Less: Amount of total liabilities reserved in budget:	$	
Estimated accrued but unfunded liabilities:	$	0.00

X This school district is self-insured for workers' compensation claims through a JPA, and offers the following information:

_____ This school district is not self-insured for workers' compensation claims.

Signed _____ Date of Meeting: Jun 23, 2022

Clerk/Secretary of the Governing Board

(Original signature required)

For additional information on this certification, please contact:

Name:	Jennifer Marsh
Title:	Interim CBO
Telephone:	(650) 865-5163
E-mail:	MarshJ@cabrillo.k12.ca.us

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	32,388,033.00	3.71%	33,589,303.00	3.70%	34,833,501.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	552,333.00	-2.92%	536,196.00	-3.19%	519,081.00
4. Other Local Revenues	8600-8799	200,000.00	0.00%	200,000.00	0.00%	200,000.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	(7,727,277.00)	-1.14%	(7,639,277.00)	4.60%	(7,990,828.00)
6. Total (Sum lines A1 thru A5c)		25,413,089.00	5.01%	26,686,222.00	3.28%	27,561,754.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				13,563,049.00		13,834,310.00
b. Step & Column Adjustment				271,261.00		276,686.00
c. Cost-of-Living Adjustment				0.00		
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	13,563,049.00	2.00%	13,834,310.00	2.00%	14,110,996.00
2. Classified Salaries						
a. Base Salaries				3,780,881.00		3,856,499.00
b. Step & Column Adjustment				75,618.00		77,130.00
c. Cost-of-Living Adjustment				0.00		
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	3,780,881.00	2.00%	3,856,499.00	2.00%	3,933,629.00
3. Employee Benefits	3000-3999	6,609,930.00	1.66%	6,719,657.00	1.48%	6,819,369.00
4. Books and Supplies	4000-4999	449,372.00	0.00%	449,372.00	-27.82%	324,372.00
5. Services and Other Operating Expenditures	5000-5999	2,325,768.00	0.00%	2,325,768.00	0.00%	2,325,768.00
6. Capital Outlay	6000-6999	0.00	0.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	66,327.00	0.00%	66,327.00	0.00%	66,327.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(21,695.00)	0.00%	(21,695.00)	0.00%	(21,695.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	350,000.00	0.00%	350,000.00	0.00%	350,000.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				0.00		
11. Total (Sum lines B1 thru B10)		27,123,632.00	1.68%	27,580,238.00	1.19%	27,908,766.00

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(1,710,543.00)		(894,016.00)		(347,012.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		4,352,288.79		2,641,745.79		1,747,729.79
2. Ending Fund Balance (Sum lines C and D1)		2,641,745.79		1,747,729.79		1,400,717.79
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	45,000.00		45,000.00		45,000.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,324,540.00		1,316,533.00		1,336,730.00
2. Unassigned/Unappropriated	9790	1,272,205.79		386,196.79		18,987.79
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		2,641,745.79		1,747,729.79		1,400,717.79
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,324,540.00		1,316,533.00		1,336,730.00
c. Unassigned/Unappropriated	9790	1,272,205.79		386,196.79		18,987.79
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789	76,199.89		76,199.89		76,199.89
c. Unassigned/Unappropriated	9790	0.00				
3. Total Available Reserves (Sum lines E1a thru E2c)		2,672,945.68		1,778,929.68		1,431,917.68

F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	1,984,217.00	0.00%	1,984,217.00	0.00%	1,984,217.00
2. Federal Revenues	8100-8299	1,775,141.00	-34.48%	1,163,130.00	0.00%	1,163,130.00
3. Other State Revenues	8300-8599	3,824,420.00	-15.81%	3,219,686.00	-0.21%	3,212,861.00
4. Other Local Revenues	8600-8799	2,297,863.00	0.00%	2,297,863.00	0.00%	2,297,863.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	7,727,277.00	-1.14%	7,639,277.00	4.60%	7,990,828.00
6. Total (Sum lines A1 thru A5c)		17,608,918.00	-7.41%	16,304,173.00	2.11%	16,648,899.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				3,464,677.00		3,532,985.00
b. Step & Column Adjustment				68,308.00		70,660.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	3,464,677.00	1.97%	3,532,985.00	2.00%	3,603,645.00
2. Classified Salaries						
a. Base Salaries				3,353,077.00		3,420,139.00
b. Step & Column Adjustment				67,062.00		57,304.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	3,353,077.00	2.00%	3,420,139.00	1.68%	3,477,443.00
3. Employee Benefits	3000-3999	4,780,996.00	0.92%	4,824,808.00	0.67%	4,857,128.00
4. Books and Supplies	4000-4999	2,054,137.00	-39.66%	1,239,458.00	14.88%	1,423,900.00
5. Services and Other Operating Expenditures	5000-5999	2,969,955.00	-2.12%	2,906,955.00	0.00%	2,906,955.00
6. Capital Outlay	6000-6999	121,012.00	-20.66%	96,012.00	0.00%	96,012.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	271,533.00	0.00%	271,533.00	0.00%	271,533.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	12,283.00	0.00%	12,283.00	0.00%	12,283.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		17,027,670.00	-4.25%	16,304,173.00	2.11%	16,648,899.00

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		581,248.00		0.00		0.00
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		1,578,219.71		2,159,467.71		2,159,467.71
2. Ending Fund Balance (Sum lines C and D1)		2,159,467.71		2,159,467.71		2,159,467.71
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	2,159,468.29		2,159,467.71		2,159,467.71
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	0.00				
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00				
2. Unassigned/Unappropriated	9790	(.58)		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		2,159,467.71		2,159,467.71		2,159,467.71
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00				
b. Reserve for Economic Uncertainties	9789	0.00				
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						

F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	34,372,250.00	3.49%	35,573,520.00	3.50%	36,817,718.00
2. Federal Revenues	8100-8299	1,775,141.00	-34.48%	1,163,130.00	0.00%	1,163,130.00
3. Other State Revenues	8300-8599	4,376,753.00	-14.19%	3,755,882.00	-0.64%	3,731,942.00
4. Other Local Revenues	8600-8799	2,497,863.00	0.00%	2,497,863.00	0.00%	2,497,863.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		43,022,007.00	-0.07%	42,990,395.00	2.84%	44,210,653.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				17,027,726.00		17,367,295.00
b. Step & Column Adjustment				339,569.00		347,346.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	17,027,726.00	1.99%	17,367,295.00	2.00%	17,714,641.00
2. Classified Salaries						
a. Base Salaries				7,133,958.00		7,276,638.00
b. Step & Column Adjustment				142,680.00		134,434.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	7,133,958.00	2.00%	7,276,638.00	1.85%	7,411,072.00
3. Employee Benefits	3000-3999	11,390,926.00	1.35%	11,544,465.00	1.14%	11,676,497.00
4. Books and Supplies	4000-4999	2,503,509.00	-32.54%	1,688,830.00	3.52%	1,748,272.00
5. Services and Other Operating Expenditures	5000-5999	5,295,723.00	-1.19%	5,232,723.00	0.00%	5,232,723.00
6. Capital Outlay	6000-6999	121,012.00	-20.66%	96,012.00	0.00%	96,012.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	337,860.00	0.00%	337,860.00	0.00%	337,860.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(9,412.00)	0.00%	(9,412.00)	0.00%	(9,412.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	350,000.00	0.00%	350,000.00	0.00%	350,000.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		44,151,302.00	-0.60%	43,884,411.00	1.53%	44,557,665.00
C. NET INCREASE (DECREASE) IN FUND BALANCE						

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
(Line A6 minus line B11)		(1,129,295.00)		(894,016.00)		(347,012.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		5,930,508.50		4,801,213.50		3,907,197.50
2. Ending Fund Balance (Sum lines C and D1)		4,801,213.50		3,907,197.50		3,560,185.50
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	45,000.00		45,000.00		45,000.00
b. Restricted	9740	2,159,468.29		2,159,467.71		2,159,467.71
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,324,540.00		1,316,533.00		1,336,730.00
2. Unassigned/Unappropriated	9790	1,272,205.21		386,196.79		18,987.79
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		4,801,213.50		3,907,197.50		3,560,185.50
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,324,540.00		1,316,533.00		1,336,730.00
c. Unassigned/Unappropriated	9790	1,272,205.79		386,196.79		18,987.79
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z	(.58)		0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	76,199.89		76,199.89		76,199.89
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		2,672,945.10		1,778,929.68		1,431,917.68
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		6.05%		4.05%		3.21%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	Yes					
b. If you are the SELPA AU and are excluding special education pass-through funds: 1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)		0.00				
2. District ADA Used to determine the reserve standard percentage level on line F3d (Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections)		2,488.63		2,488.63		2,488.63
3. Calculating the Reserves a. Expenditures and Other Financing Uses (Line B11)		44,151,302.00		43,884,411.00		44,557,665.00
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		44,151,302.00		43,884,411.00		44,557,665.00
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)		3.00%		3.00%		3.00%
e. Reserve Standard - By Percent (Line F3c times F3d)		1,324,539.06		1,316,532.33		1,336,729.95
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)		0.00		0.00		0.00
g. Reserve Standard (Greater of Line F3e or F3f)		1,324,539.06		1,316,532.33		1,336,729.95
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In	Interfund Transfers Out	Due From Other Funds	Due To Other Funds
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350	8900-8929	7600-7629	9310	9610
01 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	(9,412.00)				
Other Sources/Uses Detail					0.00	350,000.00		
Fund Reconciliation							0.00	0.00
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	9,412.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					350,000.00	0.00		
Fund Reconciliation							0.00	0.00
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00

Description	Direct Costs - Interfund Transfers In 5750	Direct Costs - Interfund Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Indirect Costs - Interfund Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						

Description	Direct Costs - Interfund Transfers In 5750	Direct Costs - Interfund Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Indirect Costs - Interfund Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				

Description	Direct Costs - Interfund Transfers In 5750	Direct Costs - Interfund Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Indirect Costs - Interfund Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In	Interfund Transfers Out	Due From Other Funds	Due To Other Funds
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350	8900-8929	7600-7629	9310	9610
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
TOTALS	0.00	0.00	9,412.00	(9,412.00)	350,000.00	350,000.00	0.00	0.00

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
01 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	(9,412.00)				
Other Sources/Uses Detail					0.00	350,000.00		
Fund Reconciliation								
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	9,412.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					350,000.00	0.00		
Fund Reconciliation								
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
15 PUPIL TRANSPORTATION EQUIPMENT FUND								

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
61 CAFETERIA ENTERPRISE FUND								

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
Fund Reconciliation								
TOTALS	0.00	0.00	9,412.00	(9,412.00)	350,000.00	350,000.00		

Budget, July 1
Estimated Actuals 2021-22
Technical Review Checks
Phase - All
Display - All Technical Checks

Cabrillo Unified **San Mateo County**

Following is a chart of the various types of technical review checks and related requirements:

F - Fatal (Data must be corrected; an explanation is not allowed)
W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

CHECKFUND - (**Fatal**) - All FUND codes must be valid. **Passed**

CHECKRESOURCE - (**Warning**) - All RESOURCE codes must be valid. **Passed**

CHK-RS-LOCAL-DEFINED - (**Fatal**) - All locally defined resource codes must roll up to a CDE defined resource code. **Passed**

CHECKGOAL - (**Fatal**) - All GOAL codes must be valid. **Passed**

CHECKFUNCTION - (**Fatal**) - All FUNCTION codes must be valid. **Passed**

CHECKOBJECT - (**Fatal**) - All OBJECT codes must be valid. **Passed**

CHK-FUNDxOBJECT - (**Fatal**) - All FUND and OBJECT account code combinations must be valid. **Passed**

CHK-FDXRS7690xOB8590 - (**Fatal**) - Funds 19, 57, 63, 66, 67, and 73 with Object 8590, All Other State Revenue, must be used in combination with Resource 7690, STRS-On Behalf Pension Contributions. **Passed**

CHK-FUNDxRESOURCE - (**Warning**) - All FUND and RESOURCE account code combinations should be valid. **Passed**

CHK-FUNDxGOAL - (**Warning**) - All FUND and GOAL account code combinations should be valid. **Passed**

CHK-FUNDxFUNCTION-A - (**Warning**) - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid. **Passed**

CHK-FUNDxFUNCTION-B - (**Fatal**) - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid. **Passed**

CHK-RESOURCExOBJECTA - (**Warning**) - The following combinations for RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) are invalid. Data should be corrected or narrative must be provided explaining why the exception(s) should be considered appropriate. **Exception**

ACCOUNT FD - RS - PY - GO - FN - OB	RESOURCE	OBJECT	VALUE
01-2600-0-0000-0000-9340	2600	9340	$409,345.00

CHK-RESOURCExOBJECTA - (**Warning**) - The following combinations for RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) are invalid. Data should be corrected or narrative must be provided explaining why the exception(s) should be considered appropriate. **Exception**

ACCOUNT FD - RS - PY - GO - FN - OB	RESOURCE	OBJECT	VALUE
Explanation: This is a default entry from the SMCOE financial system			
01-6266-0-0000-0000-9340	6266	9340	$502,698.00
Explanation: This is a default entry from the SMCOE financial system			
01-6512-0-0000-0000-9340	6512	9340	$48,773.61
Explanation: This is a default entry from the SMCOE financial system			
01-6546-0-0000-0000-9340	6546	9340	$201,938.10
Explanation: This is a default entry from the SMCOE financial system			
01-6547-0-0000-0000-9340	6547	9340	$46,906.00
Explanation: This is a default entry from the SMCOE financial system			
01-7311-0-0000-0000-9340	7311	9340	$20,683.00
Explanation: This is a default entry from the SMCOE financial system			
11-6391-0-0000-0000-9340	6391	9340	$184,600.72
Explanation: This is a default entry from the SMCOE financial system			
13-7028-0-0000-0000-9340	7028	9340	$25,000.00
Explanation: This is a default entry from the SMCOE financial system			
13-7029-0-0000-0000-9340	7029	9340	$7,209.00
Explanation: This is a default entry from the SMCOE financial system			

CHK-RESOURCExOBJECTB - (**Informational**) - All RESOURCE and OBJECT(objects 9791, 9793, and 9795) account code combinations should be valid. **Passed**

CHK-RES6500XOBJ8091 - (**Fatal**) - There is no activity in Resource 6500 (Special Education) with Object 8091 (LCFF Transfers-Current Year) or 8099 (LCFF/Revenue Limit Transfers-Prior Years). **Passed**

CHK-FUNCTIONxOBJECT - (**Fatal**) - All FUNCTION and OBJECT account code combinations must be valid. **Passed**

CHK-GOALxFUNCTION-A - (**Fatal**) - Goal and Function account code combinations (all goals with expenditure objects 1000-7999 in functions 1000-1999 and 4000-5999) must be valid. NOTE: functions not included in the GOALxFUNCTION table (0000, 2000-3999, 6000-6999, 7100-7199, 7210, 8000-8999) are not checked and will pass the TRC. **Passed**

CHK-GOALxFUNCTION-B - (**Fatal**) - General administration costs(functions 7200 - 7999, except 7210) must be direct - charged to an Undistributed, Nonagency, or County Services to Districts goal(Goal 0000, 7100 - 7199, or 8600 - 8699). **Passed**

SPECIAL-ED-GOAL - (**Fatal**) - Special Education revenue and expenditure transactions (resources 3300-3405, and 6500-6540, objects 1000-8999) must be coded to a Special Education 5000 goal or to Goal 7110, Nonagency-Educational. This technical review check excludes Early Intervening Services resources 3312, 3318, and 3332. **Passed**

PY-EFB=CY-BFB - (**Fatal**) - Prior year ending fund balance (preloaded from last year's unaudited actuals submission) must equal current year beginning fund balance (Object 9791). **Passed**

PY-EFB=CY-BFB-RES - (**Fatal**) - Prior year ending balance (preloaded from last year's unaudited actuals submission) must equal current year beginning balance (Object 9791), by fund and resource. **Passed**

GENERAL LEDGER CHECKS

INTERFD-DIR-COST - (Fatal) - Transfers of Direct Costs - Interfund (Object 5750) must net to zero for all funds. **Passed**

INTERFD-INDIRECT - (**Fatal**) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero for all funds. **Passed**

INTERFD-INDIRECT-FN - (**Fatal**) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero by function. **Passed**

INTERFD-IN-OUT - (**Fatal**) - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629). **Passed**

DUE-FROM=DUE-TO - (**Fatal**) - Due from Other Funds (Object 9310) must equal Due to Other Funds (Object 9610). **Passed**

LCFF-TRANSFER - (**Fatal**) - LCFF Transfers (objects 8091 and 8099) must net to zero, individually. **Passed**

INTRAFD-DIR-COST - (**Fatal**) - Transfers of Direct Costs (Object 5710) must net to zero by fund. **Passed**

INTRAFD-INDIRECT - (**Fatal**) - Transfers of Indirect Costs (Object 7310) must net to zero by fund. **Passed**

INTRAFD-INDIRECT-FN - (**Fatal**) - Transfers of Indirect Costs (Object 7310) must net to zero by function. **Passed**

CONTRIB-UNREST-REV - (**Fatal**) - Contributions from Unrestricted Revenues (Object 8980) must net to zero by fund. **Passed**

CONTRIB-RESTR-REV - (**Fatal**) - Contributions from Restricted Revenues (Object 8990) must net to zero by fund. **Passed**

EPA-CONTRIB - (**Fatal**) - There should be no contributions (objects 8980-8999) to the Education Protection Account (Resource 1400). **Passed**

LOTTERY-CONTRIB - (**Fatal**) - There should be no contributions (objects 8980-8999) to the lottery (resources 1100 and 6300) or from the Lottery: Instructional Materials (Resource 6300). **Passed**

PASS-THRU-REV=EXP - (**Warning**) - Pass-through revenues from all sources (objects 8287, 8587, and 8697) should equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for Resource 3327), by fund and resource. **Passed**

SE-PASS-THRU-REVENUE - (**Warning**) - Transfers of special education pass-through revenues are not reported in the general fund for the Administrative Unit of a Special Education Local Plan Area. **Passed**

EXCESS-ASSIGN-REU - (**Fatal**) - Amounts reported in Other Assignments (Object 9780) and/or Reserve for Economic Uncertainties (REU) (Object 9789) should not create a negative amount in Unassigned/Unappropriated (Object 9790) by fund and resource (for all funds except funds 61 through 95). **Passed**

UNASSIGNED-NEGATIVE - (**Fatal**) - Unassigned/Unapprorpriated Balance (Object 9790) must be zero or negative, by resource, in all funds except the general fund and funds 61 through 95. **Passed**

UNR-NET-POSITION-NEG - (**Fatal**) - Unrestricted Net Position (Object 9790), in restricted resources, must be zero or negative, by resource, in funds 61 through 95. **Passed**

RS-NET-POSITION-ZERO - (**Fatal**) - Restricted Net Position (Object 9797), in unrestricted resources, must be zero, by resource, in funds 61 through 95. **Passed**

EFB-POSITIVE - (Warning) - All ending fund balances (Object 979Z) should be positive by resource, by fund. **Passed**

OBJ-POSITIVE - (**Warning**) - All applicable objects should have a positive balance by resource, by fund. **Passed**

REV-POSITIVE - (**Warning**) - Revenue amounts exclusive of contributions (objects 8000-8979) should be positive by resource, by fund. **Passed**

EXP-POSITIVE - (**Warning**) - The following expenditure functions have a negative balance by resource, by fund. (NOTE: Functions, including CDE-defined optional functions, are checked individually, except functions 7200-7600 are combined.) **Exception**

FUND	RESOURCE	FUNCTION	VALUE
01	3310	1110	($1,217,962.00)

Explanation: This is a temporary budget to reflect the transfer of excess expenditures from the Federal resource to the State resource for Special Ed

AR-AP-POSITIVE - (**Warning**) - Accounts Receivable (Object 9200), Due from Other Funds (Object 9310), Accounts Payable (Object 9500), and Due to Other Funds (Object 9610) should have a positive balance by resource, by fund. **Passed**

CEFB-POSITIVE - (**Fatal**) - Components of Ending Fund Balance/Net Position (objects 9700-9789, 9796, and 9797) must be positive individually by resource, by fund. **Passed**

NET-INV-CAP-ASSETS - (**Warning**) - If capital asset amounts are imported/keyed, objects 9400-9489, (Capital Assets) in funds 61-95, then an amount should be recorded for Object 9796 (Net Investment in Capital Assets) within the same fund. **Passed**

SUPPLEMENTAL CHECKS

ASSET-ACCUM-DEPR-NEG - (**Fatal**) - In Form ASSET, accumulated depreciation and amortization for governmental and business-type activities must be zero or negative. **Passed**

DEBT-ACTIVITY - (**Informational**) - If long-term debt exists, there should be activity entered in the Schedule of Long-Term Liabilities (Form DEBT) for each type of debt. **Passed**

DEBT-POSITIVE - (**Fatal**) - In Form DEBT, long-term liability ending balances must be positive. **Passed**

EXPORT VALIDATION CHECKS

FORM01-PROVIDE - (**Fatal**) - Form 01 (Form 01I) must be opened and saved. **Passed**

ADA-PROVIDE - (**Fatal**) - Average Daily Attendance data Form A must be provided. **Passed**

CHK-UNBALANCED-A - (**Warning**) - Unbalanced and/or incomplete data in any of the forms should be corrected before an official export is completed. **Passed**

CHK-UNBALANCED-B - (**Fatal**) - Unbalanced and/or incomplete data in any of the forms must be corrected before an official export is completed. **Passed**

CHK-DEPENDENCY - (**Fatal**) - If data has changed that affect other forms, the affected forms must be opened and saved. **Passed**

VERSION-CHECK - (**Warning**) - All versions are current. **Passed**

Budget, July 1
Budget 2022-23
Technical Review Checks
Phase - All
Display - All Technical Checks

Cabrillo Unified **San Mateo County**

Following is a chart of the various types of technical review checks and related requirements:

F - Fatal (Data must be corrected; an explanation is not allowed)
W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

CHECKFUND - (**Fatal**) - All FUND codes must be valid. **Passed**

CHECKRESOURCE - (**Warning**) - All RESOURCE codes must be valid. **Passed**

CHK-RS-LOCAL-DEFINED - (**Fatal**) - All locally defined resource codes must roll up to a CDE defined resource code. **Passed**

CHECKGOAL - (**Fatal**) - All GOAL codes must be valid. **Passed**

CHECKFUNCTION - (**Fatal**) - All FUNCTION codes must be valid. **Passed**

CHECKOBJECT - (**Fatal**) - All OBJECT codes must be valid. **Passed**

CHK-FUNDxOBJECT - (**Fatal**) - All FUND and OBJECT account code combinations must be valid. **Passed**

CHK-FDXRS7690xOB8590 - (**Fatal**) - Funds 19, 57, 63, 66, 67, and 73 with Object 8590, All Other State Revenue, must be used in combination with Resource 7690, STRS-On Behalf Pension Contributions. **Passed**

CHK-FUNDxRESOURCE - (**Warning**) - All FUND and RESOURCE account code combinations should be valid. **Passed**

CHK-FUNDxGOAL - (**Warning**) - All FUND and GOAL account code combinations should be valid. **Passed**

CHK-FUNDxFUNCTION-A - (**Warning**) - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid. **Passed**

CHK-FUNDxFUNCTION-B - (**Fatal**) - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid. **Passed**

CHK-RESOURCExOBJECTA - (**Warning**) - All RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) account code combinations should be valid. **Passed**

CHK-RESOURCExOBJECTB - (**Informational**) - All RESOURCE and OBJECT(objects 9791, 9793, and 9795) account code combinations should be valid. **Passed**

CHK-RES6500XOBJ8091 - (Fatal) - There is no activity in Resource 6500 (Special Education) with Object 8091 (LCFF Transfers-Current Year) or 8099 (LCFF/Revenue Limit Transfers-Prior Years). **Passed**

CHK-FUNCTIONxOBJECT - (**Fatal**) - All FUNCTION and OBJECT account code combinations must be valid. **Passed**

CHK-GOALxFUNCTION-A - (**Fatal**) - Goal and Function account code combinations (all goals with expenditure objects 1000-7999 in functions 1000-1999 and 4000-5999) must be valid. NOTE: functions not included in the GOALxFUNCTION table (0000, 2000-3999, 6000-6999, 7100-7199, 7210, 8000-8999) are not checked and will pass the TRC. **Passed**

CHK-GOALxFUNCTION-B - (**Fatal**) - General administration costs(functions 7200 - 7999, except 7210) must be direct - charged to an Undistributed, Nonagency, or County Services to Districts goal(Goal 0000, 7100 - 7199, or 8600 - 8699). **Passed**

SPECIAL-ED-GOAL - (**Fatal**) - Special Education revenue and expenditure transactions (resources 3300-3405, and 6500-6540, objects 1000-8999) must be coded to a Special Education 5000 goal or to Goal 7110, Nonagency-Educational. This technical review check excludes Early Intervening Services resources 3312, 3318, and 3332. **Passed**

GENERAL LEDGER CHECKS

INTERFD-DIR-COST - (**Fatal**) - Transfers of Direct Costs - Interfund (Object 5750) must net to zero for all funds. **Passed**

INTERFD-INDIRECT - (**Fatal**) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero for all funds. **Passed**

INTERFD-INDIRECT-FN - (**Fatal**) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero by function. **Passed**

INTERFD-IN-OUT - (**Fatal**) - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629). **Passed**

LCFF-TRANSFER - (**Fatal**) - LCFF Transfers (objects 8091 and 8099) must net to zero, individually. **Passed**

INTRAFD-DIR-COST - (**Fatal**) - Transfers of Direct Costs (Object 5710) must net to zero by fund. **Passed**

INTRAFD-INDIRECT - (**Fatal**) - Transfers of Indirect Costs (Object 7310) must net to zero by fund. **Passed**

INTRAFD-INDIRECT-FN - (**Fatal**) - Transfers of Indirect Costs (Object 7310) must net to zero by function. **Passed**

CONTRIB-UNREST-REV - (**Fatal**) - Contributions from Unrestricted Revenues (Object 8980) must net to zero by fund. **Passed**

CONTRIB-RESTR-REV - (**Fatal**) - Contributions from Restricted Revenues (Object 8990) must net to zero by fund. **Passed**

EPA-CONTRIB - (**Fatal**) - There should be no contributions (objects 8980-8999) to the Education Protection Account (Resource 1400). **Passed**

LOTTERY-CONTRIB - (**Fatal**) - There should be no contributions (objects 8980-8999) to the lottery (resources 1100 and 6300) or from the Lottery: Instructional Materials (Resource 6300). **Passed**

PASS-THRU-REV=EXP - (Warning) - Pass-through revenues from all sources (objects 8287, 8587, and 8697) should equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for Resource 3327), by fund and resource. **Passed**

SE-PASS-THRU-REVENUE - (**Warning**) - Transfers of special education pass-through revenues are not reported in the general fund for the Administrative Unit of a Special Education Local Plan Area. **Passed**

EXCESS-ASSIGN-REU - (**Fatal**) - Amounts reported in Other Assignments (Object 9780) and/or Reserve for Economic Uncertainties (REU) (Object 9789) should not create a negative amount in Unassigned/Unappropriated (Object 9790) by fund and resource (for all funds except funds 61 through 95). **Passed**

UNASSIGNED-NEGATIVE - (**Fatal**) - Unassigned/Unapprorpriated Balance (Object 9790) must be zero or negative, by resource, in all funds except the general fund and funds 61 through 95. **Passed**

UNR-NET-POSITION-NEG - (**Fatal**) - Unrestricted Net Position (Object 9790), in restricted resources, must be zero or negative, by resource, in funds 61 through 95. **Passed**

RS-NET-POSITION-ZERO - (**Fatal**) - Restricted Net Position (Object 9797), in unrestricted resources, must be zero, by resource, in funds 61 through 95. **Passed**

EFB-POSITIVE - (**Warning**) - All ending fund balances (Object 979Z) should be positive by resource, by fund. **Passed**

OBJ-POSITIVE - (**Warning**) - All applicable objects should have a positive balance by resource, by fund. **Passed**

REV-POSITIVE - (**Warning**) - Revenue amounts exclusive of contributions (objects 8000-8979) should be positive by resource, by fund. **Passed**

EXP-POSITIVE - (**Warning**) - The following expenditure functions have a negative balance by resource, by fund. (NOTE: Functions, including CDE-defined optional functions, are checked individually, except functions 7200-7600 are combined.) **Exception**

FUND	RESOURCE	FUNCTION	VALUE
01	3310	1110	($1,218,162.00)

Explanation: This is a temporary budget to reflect the transfer of excess expenditures from the Federal resource to the State resource for Special Ed

CEFB-POSITIVE - (**Fatal**) - Components of Ending Fund Balance/Net Position (objects 9700-9789, 9796, and 9797) must be positive individually by resource, by fund. **Passed**

SUPPLEMENTAL CHECKS

CB-BUDGET-CERTIFY - (**Fatal**) - In Form CB, the district checked the box relating to the required budget certifications. **Passed**

CB-BALANCE-ABOVE-MIN - (**Warning**) - In Form CB, the district checked the box relating to compliance with EC Section 42127(a)(2)(B) and (C). **Passed**

CS-EXPLANATIONS - (**Fatal**) - Explanations must be provided in the Criteria and Standards Review (Form 01CS) for all criteria and for supplemental information items S1 through S6, and S9 if applicable, where the standard has not been met or where the status is Not Met or Yes. **Passed**

CS-YES-NO - (**Fatal**) - Supplemental information items and additional fiscal indicator items in the Criteria and Standards Review (Form 01CS) must be answered Yes or No, where applicable, for the form to be complete. **Passed**

EXPORT VALIDATION CHECKS

FORM01-PROVIDE - (**Fatal**) - Form 01 (Form 01I) must be opened and saved. **Passed**

BUDGET-CERT-PROVIDE - (**Fatal**) - Budget Certification (Form CB) must be provided. **Passed**

WK-COMP-CERT-PROVIDE - (**Fatal**) - Workers' Compensation Certification (Form CC) must be provided. **Passed**

ADA-PROVIDE - (**Fatal**) - Average Daily Attendance data Form A must be provided. **Passed**

CS-PROVIDE - (**Fatal**) - The Criteria and Standards Review (Form 01CS) has been provided. **Passed**

MYP-PROVIDE - (**Warning**) - A Multiyear Projection Worksheet must be provided with your Budget. (Note: LEAs may use a multiyear projection worksheet other than Form MYP, with approval of their reviewing agency, as long as it provides current year and at least two subsequent fiscal years, and separately projects unrestricted resources, restricted resources, and combined total resources.) **Passed**

CHK-UNBALANCED-A - (**Warning**) - Unbalanced and/or incomplete data in any of the forms should be corrected before an official export is completed. **Passed**

CHK-UNBALANCED-B - (**Fatal**) - Unbalanced and/or incomplete data in any of the forms must be corrected before an official export is completed. **Passed**

CHK-DEPENDENCY - (**Fatal**) - If data has changed that affect other forms, the affected forms must be opened and saved. **Passed**

VERSION-CHECK - (**Warning**) - All versions are current. **Passed**

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the approval of the budget.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

STANDARD: Funded average daily attendance (ADA) has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA
3.0%	0 to 300
2.0%	301 to 1,000
1.0%	1,001 and over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):	2,488.63
District's ADA Standard Percentage Level:	**1.0%**

1A. Calculating the District's ADA Variances

DATA ENTRY: For the Third, Second, and First Prior Years, enter Estimated Funded ADA in the Original Budget Funded ADA column; enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the Third, Second, and First Prior Years. All other data are extracted.

Fiscal Year		Original Budget Funded ADA (Form A, Lines A4 and C4)	Estimated/Unaudited Actuals Funded ADA (Form A, Lines A4 and C4)	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
Third Prior Year (2019-20)					
	District Regular	3,021	3,026		
	Charter School	0			
	Total ADA	**3,021**	**3,026**	**N/A**	**Met**
Second Prior Year (2020-21)					
	District Regular	2,961	2,961		
	Charter School	0			
	Total ADA	**2,961**	**2,961**	**N/A**	**Met**
First Prior Year (2021-22)					
	District Regular	2,961	2,950		
	Charter School	0	0		
	Total ADA	**2,961**	**2,950**	**0.4%**	**Met**
Budget Year (2022-23)					
	District Regular	2,831			
	Charter School	0			
	Total ADA	**2,831**			

1B. Comparison of District ADA to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

1b. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

2. CRITERION: Enrollment

STANDARD: Projected enrollment has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years

by more than the following percentage levels:

Percentage Level	District ADA
3.0%	0 to 300
2.0%	301 to 1,000
1.0%	1,001 and over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4): 2,488.6

District's Enrollment Standard Percentage Level: 1.0%

2A. Calculating the District's Enrollment Variances

DATA ENTRY: Enter data in the Enrollment, Budget, column for all fiscal years and in the Enrollment, CBEDS Actual column for the First Prior Year; all other data are extracted or calculated. CBEDS Actual enrollment data preloaded in the District Regular lines will include both District Regular and Charter School enrollment. Districts will need to adjust the District Regular enrollment lines and the Charter School enrollment lines accordingly. Enter district regular enrollment and charter school enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year		Enrollment Budget	Enrollment CBEDS Actual	Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
Third Prior Year (2019-20)					
	District Regular	3,102	3,136		
	Charter School				
	Total Enrollment	**3,102**	**3,136**	**N/A**	**Met**
Second Prior Year (2020-21)					
	District Regular	2,950	2,934		
	Charter School				
	Total Enrollment	**2,950**	**2,934**	**0.5%**	**Met**
First Prior Year (2021-22)					
	District Regular	2,854	2,803		
	Charter School	0			
	Total Enrollment	**2,854**	**2,803**	**1.8%**	**Not Met**

Budget Year (2022-23)		
	District Regular	2,691
	Charter School	
	Total Enrollment	**2,691**

2B. Comparison of District Enrollment to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD NOT MET - Enrollment was estimated above the standard for the first prior year. Provide reasons for the overestimate, a description of the methods and assumptions used in projecting enrollment, and what changes will be made to improve the accuracy of projections in this area.

Explanation: (required if NOT met)

COVID is still impacting district enrollment

1b. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation: (required if NOT met)

3. CRITERION: ADA to Enrollment

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the budget year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

3A. Calculating the District's ADA to Enrollment Standard

DATA ENTRY: All data are extracted or calculated. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year		P-2 ADA Estimated/Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CBEDS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2019-20)				
	District Regular	2,961	3,136	
	Charter School		0	
	Total ADA/Enrollment	**2,961**	**3,136**	**94.4%**
Second Prior Year (2020-21)				
	District Regular	2,961	2,934	
	Charter School	0		
	Total ADA/Enrollment	**2,961**	**2,934**	**100.9%**
First Prior Year (2021-22)				
	District Regular	2,592	2,803	
	Charter School			
	Total ADA/Enrollment	**2,592**	**2,803**	**92.5%**
			Historical Average Ratio:	95.9%

District's ADA to Enrollment Standard (historical average ratio plus 0.5%): **96.4%**

3B. Calculating the District's Projected Ratio of ADA to Enrollment

DATA ENTRY: Enter data in the Estimated P-2 ADA column for the two subsequent years. Enter data in the Enrollment column for the two subsequent years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund only, for all fiscal years. All other data are extracted or calculated.

Fiscal Year		Estimated P-2 ADA Budget (Form A, Lines A4 and C4)	Enrollment Budget/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Budget Year (2022-23)					
	District Regular	2,489	2,691		
	Charter School	0			
	Total ADA/Enrollment	**2,489**	**2,691**	**92.5%**	**Met**
1st Subsequent Year (2023-24)					
	District Regular	2,393	2,588		
	Charter School				
	Total ADA/Enrollment	**2,393**	**2,588**	**92.5%**	**Met**
2nd Subsequent Year (2024-25)					
	District Regular	2,293	2,479		
	Charter School				
	Total ADA/Enrollment	**2,293**	**2,479**	**92.5%**	**Met**

3C. Comparison of District ADA to Enrollment Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected P-2 ADA to enrollment ratio has not exceeded the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

4. CRITERION: LCFF Revenue

STANDARD: Projected local control funding formula (LCFF) revenue for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year by more than the change in population, plus the district's gap funding or cost-of-living adjustment (COLA)[1] and its economic recovery target payment, plus or minus one percent.

For basic aid districts, projected LCFF revenue has not changed from the prior fiscal year by more than the percent change in property tax revenues plus or minus one percent.

For districts funded by necessary small school formulas, projected LCFF revenue has not changed from the prior fiscal year amount by more than the district's gap funding or COLA[1] and its economic recovery target payment, plus or minus one percent.

[1] Districts that are already at or above their LCFF target funding as described in Education Code Section 42238.03(d) receive no gap funding. These districts have a COLA applied to their LCFF target, but their year-over-year revenue increase might be less than the statutory COLA due to certain local factors and components of the funding formula.

4A. District's LCFF Revenue Standard

Indicate which standard applies:

LCFF Revenue

Basic Aid

Necessary Small School

The District must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: Basic Aid

4A1. Calculating the District's LCFF Revenue Standard

DATA ENTRY: Enter data in Step 1a for the two subsequent fiscal years. All other data is extracted or calculated. Enter data for Steps 2a through 2b1. All other data is calculated.

Note: Due to the full implementation of LCFF, gap funding and the economic recovery target increment payment amounts are no longer applicable.

Projected LCFF Revenue

		Prior Year	Budget Year	1st Subsequent Year	2nd Subsequent Year
Step 1 - Change in Population		(2021-22)	(2022-23)	(2023-24)	(2024-25)
a.	ADA (Funded) (Form A, lines A6 and C4)	2,952.90	2,833.59	2,679.75	2,494.17
b.	Prior Year ADA (Funded)		2,952.90	2,833.59	2,679.75
c.	Difference (Step 1a minus Step 1b)		(119.31)	(153.84)	(185.58)
d.	Percent Change Due to Population (Step 1c divided by Step 1b)		(4.04%)	(5.43%)	(6.93%)
Step 2 - Change in Funding Level					
a.	Prior Year LCFF Funding		29,557,927.00	30,238,641.00	29,689,067.00
b1.	COLA percentage		6.56%	3.61%	3.64%
b2.	COLA amount (proxy for purposes of this criterion)		1,939,000.01	1,091,614.94	1,080,682.04
c.	Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		6.6%	3.6%	3.6%
Step 3 - Total Change in Population and Funding Level	(Step 1d plus Step 2c)		2.5%	-1.8%	-3.3%
	LCFF Revenue Standard (Step 3, plus/minus 1%):		**N/A**	**N/A**	**N/A**

4A2. Alternate LCFF Revenue Standard - Basic Aid

DATA ENTRY: If applicable to your district, input data in the 1st and 2nd Subsequent Year columns for projected local property taxes; all other data are extracted or calculated.

Basic Aid District Projected LCFF Revenue

	Prior Year (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	29,624,812.00	30,809,804.00	32,042,196.00	33,323,884.00
Percent Change from Previous Year		**4.00%**	**4.00%**	**4.00%**
Basic Aid Standard (percent change from previous year, plus/minus 1%):		**3.00% to 5.00%**	**3.00% to 5.00%**	**3.00% to 5.00%**

4A3. Alternate LCFF Revenue Standard - Necessary Small School

DATA ENTRY: All data are extracted or calculated.

Necessary Small School District Projected LCFF Revenue

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Necessary Small School Standard (COLA Step 2c, plus/minus 1%):	**N/A**	**N/A**	**N/A**

4B. Calculating the District's Projected Change in LCFF Revenue

DATA ENTRY: Enter data in the 1st and 2nd Subsequent Year columns for LCFF Revenue; all other data are extracted or calculated.

	Prior Year (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	31,236,763.00	32,397,893.00	33,599,518.00	34,844,088.00
District's Projected Change in LCFF Revenue:		3.72%	3.71%	3.70%
Basic Aid Standard		**3.00% to 5.00%**	**3.00% to 5.00%**	**3.00% to 5.00%**
Status:		Met	Met	Met

4C. Comparison of District LCFF Revenue to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected change in LCFF revenue has met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

5. CRITERION: Salaries and Benefits

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the budget year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999) Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
Third Prior Year (2019-20)	20,122,036.66	22,449,608.22	89.6%
Second Prior Year (2020-21)	20,471,323.06	23,147,193.36	88.4%
First Prior Year (2021-22)	23,512,738.00	26,477,065.00	88.8%
		Historical Average Ratio:	89.0%

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
District's Reserve Standard Percentage (Criterion 10B, Line 4):	3.0%	3.0%	3.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	**86.0% to 92.0%**	**86.0% to 92.0%**	**86.0% to 92.0%**

5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: If Form MYP exists, Unrestricted Salaries and Benefits, and Total Unrestricted Expenditures data for the 1st and 2nd Subsequent Years will be extracted; if not,

enter data for the two subsequent years. All other data are extracted or calculated.

Fiscal Year	Budget - Unrestricted (Resources 0000-1999) Salaries and Benefits (Form 01, Objects 1000-3999) (Form MYP, Lines B1-B3)	Total Expenditures (Form 01, Objects 1000-7499) (Form MYP, Lines B1-B8, B10)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
Budget Year (2022-23)	23,953,860.00	26,773,632.00	89.5%	Met
1st Subsequent Year (2023-24)	24,410,466.00	27,230,238.00	89.6%	Met
2nd Subsequent Year (2024-25)	24,863,994.00	27,558,766.00	90.2%	Met

5C. Comparison of District Salaries and Benefits Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Ratio of total unrestricted salaries and benefits to total unrestricted expenditures has met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies, and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the percentage change in population and the funded cost-of-living adjustment (COLA) plus or minus ten percent.

For each major object category, changes that exceed the percentage change in population and the funded COLA plus or minus five percent must be explained.

6A. Calculating the District's Other Revenues and Expenditures Standard Percentage Ranges

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	2.52%	(1.82%)	(3.29%)
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	**-7.48% to 12.52%**	**-11.82% to 8.18%**	**-13.29% to 6.71%**
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-2.48% to 7.52%	-6.82% to 3.18%	-8.29% to 1.71%

6B. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range (Section 6A, Line 3)

DATA ENTRY: If Form MYP exists, the 1st and 2nd Subsequent Year data for each revenue and expenditure section will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)			
First Prior Year (2021-22)	2,565,939.00		
Budget Year (2022-23)	1,775,141.00	(30.82%)	Yes
1st Subsequent Year (2023-24)	1,163,130.00	(34.48%)	Yes

2nd Subsequent Year (2024-25)	1,163,130.00	0.00%	No

Explanation:
(required if Yes)

Removal of one time funding & carryover

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)

First Prior Year (2021-22)	4,785,210.00		
Budget Year (2022-23)	4,376,753.00	(8.54%)	Yes
1st Subsequent Year (2023-24)	3,755,882.00	(14.19%)	Yes
2nd Subsequent Year (2024-25)	3,731,942.00	(.64%)	No

Explanation:
(required if Yes)

Removal of one time funding and carryover

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)

First Prior Year (2021-22)	3,131,135.00		
Budget Year (2022-23)	2,497,863.00	(20.22%)	Yes
1st Subsequent Year (2023-24)	2,497,863.00	0.00%	No
2nd Subsequent Year (2024-25)	2,497,863.00	0.00%	No

Explanation:
(required if Yes)

Removal of one time funding

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)

First Prior Year (2021-22)	2,952,413.00		
Budget Year (2022-23)	2,503,509.00	(15.20%)	Yes
1st Subsequent Year (2023-24)	1,688,830.00	(32.54%)	Yes
2nd Subsequent Year (2024-25)	1,748,272.00	3.52%	Yes

Explanation:
(required if Yes)

Removal of one time funding and carryover and then proposed increase in last year to balance restricted programs

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYP, Line B5)

First Prior Year (2021-22)	6,202,076.00		
Budget Year (2022-23)	5,295,723.00	(14.61%)	Yes
1st Subsequent Year (2023-24)	5,232,723.00	(1.19%)	No
2nd Subsequent Year (2024-25)	5,232,723.00	0.00%	No

Explanation:
(required if Yes)

Removal of one time expenses

6C. Calculating the District's Change in Total Operating Revenues and Expenditures (Section 6A, Line 2)

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
Total Federal, Other State, and Other Local Revenue (Criterion 6B)			
First Prior Year (2021-22)	10,482,284.00		
Budget Year (2022-23)	8,649,757.00	(17.48%)	Not Met
1st Subsequent Year (2023-24)	7,416,875.00	(14.25%)	Not Met
2nd Subsequent Year (2024-25)	7,392,935.00	(.32%)	Met
Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)			
First Prior Year (2021-22)	9,154,489.00		
Budget Year (2022-23)	7,799,232.00	(14.80%)	Not Met
1st Subsequent Year (2023-24)	6,921,553.00	(11.25%)	Met
2nd Subsequent Year (2024-25)	6,980,995.00	.86%	Met

6D. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 6B if the status in Section 6C is not met; no entry is allowed below.

1a. STANDARD NOT MET - Projected total operating revenues have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation: Federal Revenue (linked from 6B if NOT met)

Removal of one time funding & carryover

Explanation: Other State Revenue (linked from 6B if NOT met)

Removal of one time funding and carryover

Explanation: Other Local Revenue (linked from 6B if NOT met)

Removal of one time funding

1b. STANDARD NOT MET - Projected total operating expenditures have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating expenditures within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation: Books and Supplies (linked from 6B if NOT met)

Removal of one time funding and carryover and then proposed increase in last year to balance restricted programs

Explanation:	
Services and Other Exps (linked from 6B if NOT met)	Removal of one time expenses

7. CRITERION: Facilities Maintenance

STANDARD: Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

NOTE: EC Section 17070.75 requires the district to deposit into the account a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year. Statute exludes the following resource codes from the total general fund expenditures calculation: 3210, 3212, 3213, 3214, 3215, 3216, 3218, 3219, 5316, 7027, and 7690.

DATA ENTRY: Click the appropriate Yes or No button for special education local plan area (SELPA) administrative units (AUs); all other data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

1. a. For districts that are the AU of a SELPA, do you choose to exclude revenues that are passed through to participating members of the SELPA from the OMMA/RMA required minimum contribution calculation? **Yes**

b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D) (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223): **0.00**

2. Ongoing and Major Maintenance/Restricted Maintenance Account

a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999, exclude resources 3210, 3212, 3213, 3214, 3215, 3216, 3218, 3219, 5316, 7027, and 7690): **41,628,879.00**

b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)

	3% Required Minimum Contribution (Line 2c times 3%)	Budgeted Contribution[1] to the Ongoing and Major Maintenance Account	Status
c. Net Budgeted Expenditures and Other Financing Uses	1,248,866.37	2,226,688.00	Met

[1] Fund 01, Resource 8150, Objects 8900-8999

If standard is not met, enter an X in the box that best describes why the minimum required contribution was not made:

	Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
	Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
	Other (explanation must be provided)

Explanation:
(required if NOT met and Other is marked)

8. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves[1] as a percentage of total expenditures and other financing uses[2] in two out of three prior fiscal years.

8A. Calculating the District's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

		Third Prior Year (2019-20)	Second Prior Year (2020-21)	First Prior Year (2021-22)
1.	District's Available Reserve Amounts (resources 0000-1999)			
	a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
	b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	1,225,027.72	0.00	1,453,131.89
	c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	4,184,381.11	6,691,362.30	2,929,456.79
	d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	0.00	0.00	(.58)
	e. Available Reserves (Lines 1a through 1d)	5,409,408.83	6,691,362.30	4,382,588.10
2.	Expenditures and Other Financing Uses			
	a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	38,383,852.33	40,749,212.81	45,927,725.00
	b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)			0.00
	c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	38,383,852.33	40,749,212.81	45,927,725.00
3.	District's Available Reserve Percentage (Line 1e divided by Line 2c)	14.1%	16.4%	9.5%
	District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	**4.7%**	**5.5%**	**3.2%**

[1]Available reserves are the unrestricted amounts in the Stabilization Arrangement, Reserve for

Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the

Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by

any negative ending balances in restricted resources in the General Fund.

[2]A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA)

may exclude from its expenditures the distribution of funds to its participating members.

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000-7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2019-20)	806,894.20	22,774,608.22	N/A	Met
Second Prior Year (2020-21)	1,347,233.16	23,382,193.36	N/A	Met
First Prior Year (2021-22)	(2,379,673.00)	26,827,065.00	8.9%	Not Met
Budget Year (2022-23) (Information only)	(1,710,543.00)	27,123,632.00		

8C. Comparison of District Deficit Spending to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Unrestricted deficit spending, if any, has not exceeded the standard percentage level in two or more of the three prior years.

Explanation:
(required if NOT met)

9. CRITERION: Fund Balance

STANDARD: Budgeted beginning unrestricted general fund balance has not been overestimated for two out of three prior fiscal years by more than the following percentage levels:

Percentage Level [1]	District ADA
1.7%	0 to 300
1.3%	301 to 1,000
1.0%	1,001 to 30,000
0.7%	30,001 to 400,000
0.3%	400,001 and over

[1] Percentage levels equate to a rate of deficit spending which would eliminate recommended reserves for economic uncertainties over a three year period.

District Estimated P-2 ADA (Form A, Lines A6 and C4):	2,491
District's Fund Balance Standard Percentage Level:	**1.0%**

9A. Calculating the District's Unrestricted General Fund Beginning Balance Percentages

DATA ENTRY: Enter data in the Original Budget column for the First, Second, and Third Prior Years; all other data are extracted or calculated.

Fiscal Year	Unrestricted General Fund Beginning Balance ² (Form 01, Line F1e, Unrestricted Column) Original Budget	Unrestricted General Fund Beginning Balance ² (Form 01, Line F1e, Unrestricted Column) Estimated/Unaudited Actuals	Beginning Fund Balance Variance Level (If overestimated, else N/A)	Status
Third Prior Year (2019-20)	4,437,972.00	4,577,834.43	N/A	Met
Second Prior Year (2020-21)	5,692,823.00	5,384,728.63	5.4%	Not Met
First Prior Year (2021-22)	6,375,373.00	6,731,961.79	N/A	Met
Budget Year (2022-23) (Information only)	4,352,288.79			

² Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

9B. Comparison of District Unrestricted Beginning Fund Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Unrestricted general fund beginning fund balance has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

10. CRITERION: Reserves

STANDARD: Available reserves¹ for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts² as applied to total expenditures and other financing uses³:

DATA ENTRY: Budget Year data are extracted. If Form MYP exists, 1st and 2nd Subsequent Year data will be extracted. If not, enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

Percentage Level	District ADA
5% or $75,000 (greater of)	0 to 300
4% or $75,000 (greater of)	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 400,000
1%	400,001 and over

¹ Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

[2] Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment, as referenced in Education Code Section 42238.02, rounded to the nearest thousand.

[3] A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.)	2,489	2,489	2,489
District's Reserve Standard Percentage Level:	**3%**	**3%**	**3%**

10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1 and, if Yes, enter data for item 2a and for the two subsequent years in item 2b; Budget Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYP, Lines F1a, F1b1, and F1b2):

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members? — Yes

2. If you are the SELPA AU and are excluding special education pass-through funds:

   a. Enter the name(s) of the SELPA(s):

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)	0.00		

10B. Calculating the District's Reserve Standard

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 and 2 will be extracted; if not, enter data for the two subsequent years.

All other data are extracted or calculated.

		Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1.	Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	44,151,302.00	43,884,411.00	44,557,665.00
2.	Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)			
3.	Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	44,151,302.00	43,884,411.00	44,557,665.00

4.	Reserve Standard Percentage Level	3%	3%	3%
5.	Reserve Standard - by Percent			
	(Line B3 times Line B4)	1,324,539.06	1,316,532.33	1,336,729.95
6.	Reserve Standard - by Amount			
	($75,000 for districts with 0 to 1,000 ADA, else 0)	0.00	0.00	0.00
7.	**District's Reserve Standard**			
	(Greater of Line B5 or Line B6)	**1,324,539.06**	**1,316,532.33**	**1,336,729.95**

10C. Calculating the District's Budgeted Reserve Amount

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 through 7 will be extracted; if not, enter data for the two subsequent years.

All other data are extracted or calculated.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):		Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1.	General Fund - Stabilization Arrangements			
	(Fund 01, Object 9750) (Form MYP, Line E1a)	0.00	0.00	0.00
2.	General Fund - Reserve for Economic Uncertainties			
	(Fund 01, Object 9789) (Form MYP, Line E1b)	1,324,540.00	1,316,533.00	1,336,730.00
3.	General Fund - Unassigned/Unappropriated Amount			
	(Fund 01, Object 9790) (Form MYP, Line E1c)	1,272,205.79	386,196.79	18,987.79
4.	General Fund - Negative Ending Balances in Restricted Resources			
	(Fund 01, Object 979Z, if negative, for each of resources 2000-9999)			
	(Form MYP, Line E1d)	(.58)	0.00	0.00
5.	Special Reserve Fund - Stabilization Arrangements			
	(Fund 17, Object 9750) (Form MYP, Line E2a)	0.00		
6.	Special Reserve Fund - Reserve for Economic Uncertainties			
	(Fund 17, Object 9789) (Form MYP, Line E2b)	76,199.89	76,199.89	76,199.89
7.	Special Reserve Fund - Unassigned/Unappropriated Amount			
	(Fund 17, Object 9790) (Form MYP, Line E2c)	0.00		
8.	District's Budgeted Reserve Amount			
	(Lines C1 thru C7)	2,672,945.10	1,778,929.68	1,431,917.68
9.	District's Budgeted Reserve Percentage (Information only)			
	(Line 8 divided by Section 10B, Line 3)	6.05%	4.05%	3.21%
	District's Reserve Standard			
	(Section 10B, Line 7):	**1,324,539.06**	**1,316,532.33**	**1,336,729.95**
	Status:	Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected available reserves have met the standard for the budget and two subsequent fiscal years.

Explanation: (required if NOT met)	

SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

S1. Contingent Liabilities

1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget? No

1b. If Yes, identify the liabilities and how they may impact the budget:

S2. Use of One-time Revenues for Ongoing Expenditures

1a. Does your district have ongoing general fund expenditures in the budget in excess of one percent of the total general fund expenditures that are funded with one-time resources? No

1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

S3. Use of Ongoing Revenues for One-time Expenditures

1a. Does your district have large non-recurring general fund expenditures that are funded with ongoing general fund revenues? No

1b. If Yes, identify the expenditures:

S4. Contingent Revenues

1a. Does your district have projected revenues for the budget year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)? No

1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

S5. Contributions

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the budget year and two subsequent fiscal years. Provide an explanation if contributions have changed from the prior fiscal year amounts by more than $20,000 and more than ten percent. Explanation should include whether contributions are ongoing or one-time in nature.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the budget year and two subsequent fiscal years. Provide an explanation if transfers have changed from the prior fiscal year amounts by more than $20,000 and more than ten percent. Explanation should include whether transfers are ongoing or one-time in nature.

Estimate the impact of any capital projects on the general fund operational budget.

District's Contributions and Transfers Standard: -10.0% to +10.0% or -$20,000 to +$20,000

S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund

DATA ENTRY: For Contributions, enter data in the Projection column for the 1st and 2nd Subsequent Years. Contributions for the First Prior Year and Budget Year data will be extracted. For Transfers In and Transfers Out, the First Prior Year and Budget Year data will be extracted. If Form MYP exists, the data will be extracted for the 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data for the 1st and 2nd Subsequent Years. Click the appropriate button for 1d. All other data are extracted or calculated.

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
1a. **Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)**				
First Prior Year (2021-22)	(7,552,740.00)			
Budget Year (2022-23)	(7,727,277.00)	174,537.00	2.3%	Met
1st Subsequent Year (2023-24)	(7,639,277.00)	(88,000.00)	(1.1%)	Met
2nd Subsequent Year (2024-25)	(7,990,828.00)	351,551.00	4.6%	Met
1b. **Transfers In, General Fund ***				
First Prior Year (2021-22)	0.00			
Budget Year (2022-23)	0.00	0.00	0.0%	Met
1st Subsequent Year (2023-24)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2024-25)	0.00	0.00	0.0%	Met
1c. **Transfers Out, General Fund ***				
First Prior Year (2021-22)	350,000.00			
Budget Year (2022-23)	350,000.00	0.00	0.0%	Met
1st Subsequent Year (2023-24)	350,000.00	0.00	0.0%	Met
2nd Subsequent Year (2024-25)	350,000.00	0.00	0.0%	Met

1d. **Impact of Capital Projects**

Do you have any capital projects that may impact the general fund operational budget? No

* Include transfers used to cover operating deficits in either the general fund or any other fund.

S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for item 1d.

1a. MET - Projected contributions have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation: (required if NOT met)

1b. MET - Projected transfers in have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation: (required if NOT met)

1c. MET - Projected transfers out have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

1d. NO - There are no capital projects that may impact the general fund operational budget.

Project Information:
(required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear commitments[1] and their annual required payments for the budget year and two subsequent fiscal years. Explain how any increase in annual payments will be funded. Also explain how any decrease to funding sources used to pay long-term commitments will be replaced.

[1] Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

S6A. Identification of the District's Long-term Commitments

DATA ENTRY: Click the appropriate button in item 1 and enter data in all columns of item 2 for applicable long-term commitments; there are no extractions in this section.

1. Does your district have long-term (multiyear) commitments?
(If No, skip item 2 and Sections S6B and S6C) — Yes

2. If Yes to item 1, list all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in item S7A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For: Funding Sources (Revenues)	Debt Service (Expenditures)	Principal Balance as of July 1,2022-23
Leases				
Certificates of Participation				
General Obligation Bonds	28	FD 51	FD 51	115,675,000
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences		Various	Various	495,984

Other Long-term Commitments (do not include OPEB):

TOTAL:				116,170,984

Type of Commitment (continued)	Prior Year (2021-22) Annual Payment (P & I)	Budget Year (2022-23) Annual Payment (P & I)	1st Subsequent Year (2023-24) Annual Payment (P & I)	2nd Subsequent Year (2024-25) Annual Payment (P & I)
Leases				
Certificates of Participation				
General Obligation Bonds	11,755,425	6,280,225	6,413,850	5,813,275
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
Total Annual Payments:	11,755,425	6,280,225	6,413,850	5,813,275
Has total annual payment increased over prior year (2021-22)?		**No**	**No**	**No**

S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

1a. No - Annual payments for long-term commitments have not increased in one or more of the budget and two subsequent fiscal years.

Explanation:
(required if Yes to increase in total annual payments)

S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments

DATA ENTRY: Click the appropriate Yes or No button in item 1; if Yes, an explanation is required in item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

2. No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment annual payments.

Explanation:
(required if Yes)

S7. Unfunded Liabilities

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the actuarially determined contribution (if available); and indicate how the obligation is funded (pay-as-you-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and indicate how the obligation is funded (level of risk retained, funding approach, etc.).

S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other than Pensions (OPEB)

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section except the budget year data on line 5b.

1 Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 2-5) — No

2. For the district's OPEB:

a. Are they lifetime benefits?

b. Do benefits continue past age 65?

c. Describe any other characteristics of the district's OPEB program including eligibility criteria and amounts, if any, that retirees are required to contribute toward their own benefits:

3 a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method?

b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or governmental fund

	Self-Insurance Fund	Governmental Fund

4. OPEB Liabilities

a. Total OPEB liability	
b. OPEB plan(s) fiduciary net position (if applicable)	
c. Total/Net OPEB liability (Line 4a minus Line 4b)	0.00
d. Is total OPEB liability based on the district's estimate or an actuarial valuation?	

e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation

5. OPEB Contributions	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method			
b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)	0.00		
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)			
d. Number of retirees receiving OPEB benefits			

S7B. Identification of the District's Unfunded Liability for Self-Insurance Programs

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section.

1 Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section S7A) (If No, skip items 2-4)

No

2 Describe each self-insurance program operated by the district, including details for each such as level of risk retained, funding approach, basis for valuation (district's estimate or actuarial), and date of the valuation:

3. Self-Insurance Liabilities

a. Accrued liability for self-insurance programs

b. Unfunded liability for self-insurance programs

4. Self-Insurance Contributions	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
a. Required contribution (funding) for self-insurance programs			
b. Amount contributed (funded) for self-insurance programs			

S8. Status of Labor Agreements

Analyze the status of all employee labor agreements. Identify new labor agreements, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues, and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classified staff:

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the district governing board and superintendent.

S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Number of certificated (non-management) full - time - equivalent(FTE) positions	143	143	143	143

Certificated (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Fy 22/23 negotiations have not started; FY 21/22 has been settled

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

If Yes, date of budget revision board adoption:

4. Period covered by the agreement: Begin Date: End Date:

5. Salary settlement:

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
One Year Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year			
or			
Multiyear Agreement			
Total cost of salary settlement			

% change in salary schedule from prior year (may enter text, such as "Reopener")			

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6.	Cost of a one percent increase in salary and statutory benefits	$140K		

		Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
7.	Amount included for any tentative salary schedule increases			

	Certificated (Non-management) Health and Welfare (H&W) Benefits	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1.	Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2.	Total cost of H&W benefits			
3.	Percent of H&W cost paid by employer			
4.	Percent projected change in H&W cost over prior year	5.0%	5.0%	5.0%

Certificated (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget? No

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

	Certificated (Non-management) Step and Column Adjustments	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1.	Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2.	Cost of step & column adjustments			
3.	Percent change in step & column over prior year	2.0%	2.0%	2.0%

	Certificated (Non-management) Attrition (layoffs and retirements)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1.	Are savings from attrition included in the budget and MYPs?	No	No	No
2.	Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	No	No	No

Certificated (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Number of classified(non - management) FTE positions	129	129	129	129

Classified (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

FY 22/23 negotiations have not started; FY 21/22 is settled

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting: Jan 01, 0001

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

If Yes, date of budget revision board adoption:

4. Period covered by the agreement: Begin Date: End Date:

5. Salary settlement:

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			

One Year Agreement

Total cost of salary settlement			
% change in salary schedule from prior year			

or

Multiyear Agreement

Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6.	Cost of a one percent increase in salary and statutory benefits	$60K

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
7. Amount included for any tentative salary schedule increases			

Classified (Non-management) Health and Welfare (H&W) Benefits

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1. Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2. Total cost of H&W benefits			
3. Percent of H&W cost paid by employer			
4. Percent projected change in H&W cost over prior year	5.0%	5.0%	5.0%

Classified (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget? No

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

Classified (Non-management) Step and Column Adjustments

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1. Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2. Cost of step & column adjustments			
3. Percent change in step & column over prior year	2.0%	2.0%	2.0%

Budget Year	1st Subsequent Year	2nd Subsequent Year

Classified (Non-management) Attrition (layoffs and retirements)

		(2022-23)	(2023-24)	(2024-25)
1.	Are savings from attrition included in the budget and MYPs?	No	No	No
2.	Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	No	No	No

Classified (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., hours of employment, leave of absence, bonuses, etc.):

S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Number of management, supervisor, and confidential FTE positions	30	30	30	30

Management/Supervisor/Confidential

Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? N/A

If Yes, complete question 2.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

If n/a, skip the remainder of Section S8C.

Negotiations Settled

		Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
2.	Salary settlement:			
	Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
	Total cost of salary settlement			

	% change in salary schedule from prior year (may enter text, such as "Reopener")			

Negotiations Not Settled

3.	Cost of a one percent increase in salary and statutory benefits			

		Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
4.	Amount included for any tentative salary schedule increases			

Management/Supervisor/Confidential		Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Health and Welfare (H&W) Benefits				
1.	Are costs of H&W benefit changes included in the budget and MYPs?			
2.	Total cost of H&W benefits			
3.	Percent of H&W cost paid by employer			
4.	Percent projected change in H&W cost over prior year			

Management/Supervisor/Confidential		Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Step and Column Adjustments				
1.	Are step & column adjustments included in the budget and MYPs?			
2.	Cost of step and column adjustments			
3.	Percent change in step & column over prior year			

Management/Supervisor/Confidential		Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Other Benefits (mileage, bonuses, etc.)				
1.	Are costs of other benefits included in the budget and MYPs?			
2.	Total cost of other benefits			
3.	Percent change in cost of other benefits over prior year			

S9. Local Control and Accountability Plan (LCAP)

Confirm that the school district's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.

DATA ENTRY: Click the appropriate Yes or No button in item 1, and enter the date in item 2.

1. Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?	Yes
2. Adoption date of the LCAP or an update to the LCAP.	Jun 23, 2022

S10. LCAP Expenditures

Confirm that the school district's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

DATA ENTRY: Click the appropriate Yes or No button.

Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?	Yes

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review. DATA ENTRY: Click the appropriate Yes or No button for items A1 through A9 except item A3, which is automatically completed based on data in Criterion 2.

A1.	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	No
A2.	Is the system of personnel position control independent from the payroll system?	No
A3.	Is enrollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column and actual column of Criterion 2A are used to determine Yes or No)	Yes
A4.	Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?	No
A5.	Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	No
A6.	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	No
A7.	Is the district's financial system independent of the county office system?	No
A8.	Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education)	No
A9.	Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?	No

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:
(optional)

End of School District Budget Criteria and Standards Review

CABRILLO UNIFIED SCHOOL DISTRICT

498 Kelly Avenue, Half Moon Bay, California 94019 • 650 712-7100 • Fax 650 726-0279 • www.cabrillo.k12.ca.us

SUPERINTENDENT
Sean McPhetridge, Ed.D.

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Kimberly Hines
Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: June 9, 2022
TO: Members of the Governing Board
FROM: Jennifer Marsh, Interim Chief Business Officer
CATEGORY: Action
ITEM TITLE: Adoption of Fiscal Year-End Resolution No. 14-2022, Appropriating Ending Balance to a Reserve

BACKGROUND INFORMATION

Every year, the Governing Board adopts the following resolution allowing the Business Office to perform the accounting necessary to close the previous fiscal year books:

Resolution No. 14-2022, Appropriating Ending Balance to a Reserve.

This action establishes a reserve account and appropriates any funds not already appropriated. This action allows the appropriation of all ending balance amounts to a reserve account, thereby eliminating the ending balance from being subject to the Gann Limitation in the next fiscal year.

FISCAL ANALYSIS

There is no financial impact to the General Fund. Appropriations will be presented with unaudited actuals.

RECOMMENDATION

Fiscal Year-End Resolution is presented to the Members of the Governing Board for approval.

RESOLUTION NO. 14-2022
BEFORE THE GOVERNING BOARD
OF THE CABRILLO UNIFIED SCHOOL DISTRICT
SAN MATEO COUNTY, CALIFORNIA

APPROPRIATING ENDING BALANCE TO A RESERVE

WHEREAS, all public agencies including school districts must appropriate revenues pursuant to Article XIIIB of the California Constitution; and,

WHEREAS, Section 2 of Article XIIIB requires that any revenues not appropriated in compliance with the Article be returned through a revision in tax rates or fee schedules; and,

WHEREAS, Section 5 of Article XIIIB allows an entity of government, including a school district, to establish a reserve and that contributions made to such a reserve are considered to be appropriations subject to the limitations of Article XIIIB in the year in which the contribution is made and that expenditures of withdrawals from such a reserve are not subject to the limitations of Article XIIIB; and,

WHEREAS, the district wishes to ensure that all revenues received during the 2021-2022 fiscal year have been appropriated and, furthermore, that such revenues not be subject to limitation in any future fiscal year;

NOW, THEREFORE, BE IT RESOLVED that, at the close of the 2021-2022 fiscal year any moneys from revenues and beginning balances not expended during the fiscal year are hereby appropriated to a Reserve Account within the General Fund, as authorized by Section 5 of Article XIIIB of the California Constitution.

PASSED AND ADOPTED by the Governing Board of the Cabrillo Unified School District on the 9th day of June, 2022, by the following vote:

Mary Beth Alexander:	_____	Aye	_____	No	_____	Abstain	_____	Absent
Lizet Cortes:	_____	Aye	_____	No	_____	Abstain	_____	Absent
Kimberly Hines:	_____	Aye	_____	No	_____	Abstain	_____	Absent
Sophia Layne:	_____	Aye	_____	No	_____	Abstain	_____	Absent
Freya McCamant:	_____	Aye	_____	No	_____	Abstain	_____	Absent

Certified by:

_____
Sophia Layne
Clerk to the Governing Board
Cabrillo Unified School District

Attest by:

_____
Sean McPhetridge, Ed.D.
Secretary to the Governing Board
Cabrillo Unified School District

CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
Sean McPhetridge, Ed.D.

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Kimberly Hines
Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: June 9, 2022
TO: Members of the Governing Board
FROM: Jennifer Marsh, Interim Chief Business Officer
CATEGORY: Action
ITEM TITLE: Adoption of Fiscal Year-End Resolution No. 15-2022, Approving Budgetary Increases and Transfers at Year-End

BACKGROUND INFORMATION

Fiscal year-end posting of warrants, liabilities, or both may cause overages in expenditure accounts that will need budget transfers between major objects or reserve accounts. The District's Governing Board approves budget revisions and transfers to any over-extended major object of expenditure. This Resolution authorizes the Chief Business Official to implement any necessary changes on behalf of the Governing Board.

Every year, the Governing Board is presented with the following resolution allowing the Business Office to perform the accounting necessary to close the previous fiscal year books:

a) Resolution No. 15-2022, Approving Budgetary Increases and Transfers at Year-End

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

Fiscal Year-End Resolution is presented to the Members of the Governing Board for approval.

RESOLUTION NO. 15-2022
BEFORE THE GOVERNING BOARD
OF THE CABRILLO UNIFIED SCHOOL DISTRICT
SAN MATEO COUNTY, CALIFORNIA

APPROVING BUDGETARY INCREASES AND TRANSFERS AT YEAR-END

WHEREAS, Education Code Section 42600 limits school district expenditures in each major expenditure classification to the total budgeted amount, as approved by the Board of Trustees of the school district;

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees, in accordance with Education Code Sections 42601 and 85201, does hereby authorize the San Mateo County Superintendent of Schools to make transfers between the unappropriated fund balance and expenditure classifications, and to transfer budgeted amounts between expenditure classifications, as necessary to permit payment of obligations of the district for fiscal year 2021-2022; and

BE IT FURTHER RESOLVED that the Secretary of the Board of Trustees be instructed to prepare two copies of this resolution and present them to the County Superintendent of Schools for approval.

PASSED AND ADOPTED by the Governing Board of the Cabrillo Unified School District on the 9th day of June, 2022, by the following vote:

Mary Beth Alexander:	_____	Aye	_____	No	_____	Abstain	_____ Absent
Lizet Cortes:	_____	Aye	_____	No	_____	Abstain	_____ Absent
Kimberly Hines:	_____	Aye	_____	No	_____	Abstain	_____ Absent
Sophia Layne:	_____	Aye	_____	No	_____	Abstain	_____ Absent
Freya McCamant:	_____	Aye	_____	No	_____	Abstain	_____ Absent

Certified by:

_____
Sophia Layne
Clerk to the Governing Board
Cabrillo Unified School District

Attest by:

_____
Sean McPhetridge, Ed.D.
Secretary to the Governing Board
Cabrillo Unified School District

_____
Nancy Magee
County Superintendent of Schools

_____
Approved/Filed Date

* Elementary districts with 901 or more ADA, high school districts with 301 or more ADA, and unified districts with 1,501 or more ADA must submit a Budgetary Revision specifying the individual transfers needed to ensure that all major expenditure classifications are positive at year

end. Direct service districts may request, in writing, that the County Superintendent of Schools determine the individual transfers needed for the Budgetary Revision.

** E.C. Sections 42600, 42602, and 42610 provide that a budget increase be approved by a majority of the Board.
*** My signature certifies the above vote of the Governing Board to be accurate and true.

Districts may (a) have all Board members sign in the appropriate categories, or (b) type in the names and have the district Superintendent certify the accuracy of the vote.

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Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: June 9, 2022
TO: Members of the Governing Board
FROM: Stig Lynne, Interim Director of Technology Services
CATEGORY: Information/Presentation
ITEM TITLE: CUSD Technology Update

BACKGROUND INFORMATION

The Cabrillo Unified School District's Governing Board will receive an update and overview of how the CUSD Technology Department (IT) supports the various instructional modes and improves the technological capacity within the District.

FISCAL ANALYSIS

Instructional technology is multi-funded through CUSD Bond, E-Rate, and the General Fund.

RECOMMENDATION

This item is presented for information.

CABRILLO UNIFIED SCHOOL DISTRICT

Every Student, Every Day!



Stig Lynne

Interim Director of Technology

Governing Board Meeting

2021-22 Technology Team





Tatiana Marabel	Student Data Systems Coordinator
Yiannis Ouranitsas	Student Data Systems Coordinator
Nicholas Cary	District Computer Technician
Eric Antonio	System Support Specialist
Jorge Betancourt	District Computer Technician
James Lee	Student Technician
Stig Lynne	Interim Director of Technology

Sam Martin III
Volunteer
System and Network Engineer

Technology Work Performed

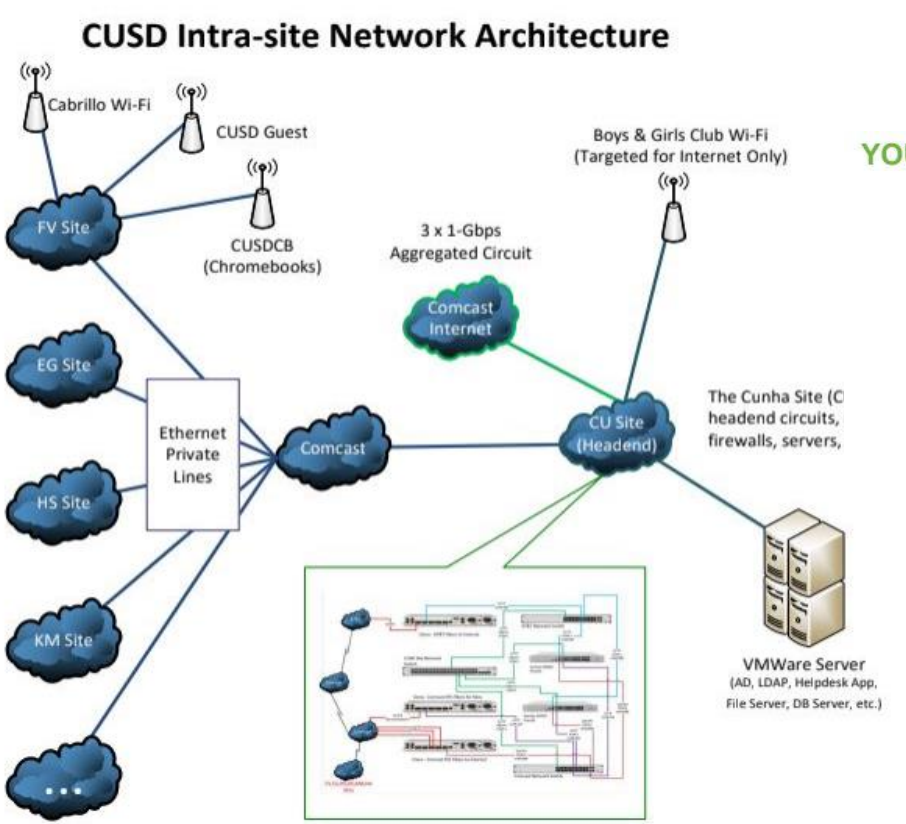
- Replaced 500 outdated chromebooks
- Implemented GoGuardian in all grades
- Replaced tablets for 2nd grade with chromebooks
- Adjusted all wireless networks district-wide
- Resolved more than 2500 Helpdesk tickets
- Teacher Technology Specialists hired
- New secure connection to SMCOE for financial system

Upcoming Technology Projects

- Replace sound,bell, and clock system at HMB High School
- Prepare for summer school
- Upgrade internet with faster fiber to internet and between schools
- Implement a new electronic document system
- Apply for E-Rate for any network equipment needs 2022-2023
- Plan for technology improvements and bond projects
- Secure each office with backup power for phones and network

CUSD Network
Applied for E-Rate to increase Internet speed at all sites

- Each site is configured as a separate network within Meraki
- Each site's VLANs, as we understand, are unique to each site (e.g., VLAN-1 at the EG site is not the same as VLAN-1 at another site).
- All Wi-Fi networks, at each site, are configured as VLAN-1 (e.g., "Cabrillo WiFi" & the "CUSD Guest" networks are configured as VLAN-1).
- All Wi-Fi ESSIDs are the same throughout all sites.





Security, System Updates, and Patching



- Installation and Setup of Windows Server Update Services (WSUS)

  We have installed the Microsoft WSUS solution which enables information technology administrators to automate the deployment of the latest Microsoft product updates. We use WSUS to fully manage the distribution of updates that are released through Microsoft Update to computers on your network. This improves the security and reliability of our district PCs and Servers.

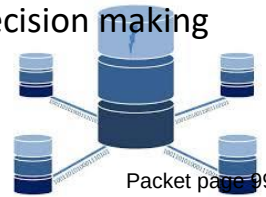
- We have set up centralized logging infrastructure to allow for consolidated log analysis. In the coming months, we will be looking at solutions to automate log analysis, event detection, and notification. Additionally, this provides us with a central location to analyze security incidents.

- Backup UPS batteries for the Cunha and HMB High School servers have been replaced. This has improved backup power reliability and has also increased the amount of time these systems can maintain power to the servers during an outage.

- We have set up secondary Active Directory, DHCP, and DNS servers at critical sites (Cunha & HMBHS server environments). We've gone from 2 servers managing these services to 4 servers now. This provides us the opportunity to patch these servers without any downtime to those services.

Student Data System Accomplishment

- Leading up to our first full year back to in-school instruction throughout the entire year, we successfully launched over 25 different applications through Clever. Speaking of Clever, our team put in work to better control data we were sending through Clever. This allows us to be more accommodating to individual student cases in the future by allowing us to roster students into classes which are outside the scope of where they are registered in Infinite Campus.
- We successfully deployed Illuminate DnA in a trial type basis where it has been used for elementary grade reporting. The goal for Illuminate DnA moving forward is to further develop it as being core to the data collection process in the district. This system will be where we track and create the majority of our assessment data starting from the 2022-2023 school year and beyond. We want to begin training on the assessment portion of the DnA system starting in the Fall of 2022.
- We have been working on cleaning up data in the Student Information System (SIS). There are a lot of data handling and processing procedures we are in process of reevaluating and revamping. By having tighter control and security over data, we can more effectively drive district decision making and provide a deeper level of integration with most platforms.



Student Data System 2022-2023

- For 2022-2023, we are looking forward to an even deeper integration with Clever. The goal is to provision Clever as our primary IDM (identity management system). The hope is that once Clever becomes our primary IDM, both students and staff will have accounts for Google and Windows (for staff) within 3 hours of their successful enrollment into our district. Most of those vendors we connect with in Clever only pull data nightly, so students and staff have to wait a few days for all systems to be working; however, this little change in how we provision accounts will save our technology team a lot of time to provision accounts, tighten up security, and provide a much shorter downtime from the moment a student sits down in a classroom until the time they have access to all of their online resources.
- In the 2021-2022 school year, Cabrillo Unified School District entered into a partnership with the San Mateo County Office of Education to provide access to the online analytics platform (Tableau). The district intends to use Tableau in the 2022-2023 school year to provide more transparency into our student data. Tableau will allow us to create our own data dashboards which are specifically designed around the various district educational performance goals.



IT Staff Training

- Network Architecture
  - TCP/IP architecture (e.g., IP address structures, network packet capture and analysis, etc.)
  - Understanding various network device functions utilized throughout the district
- Veeam Server Backup Solution training (e.g., how solution works, where backups are stored, how to recover a system, etc.)
  - This summer, we will be performing server recovery simulations to improve our documentation on recovery procedures.
- Infrastructure Redundancy Training
  - How to set up secondary Active Directory, DHCP, and DNS servers
- VMWare Overview Training
  - We have reviewed how our VMWare environment is used. This summer, integrated with our plans to perform server recovery testing, we'll be going into more depth on creating, migrating, and cloning Virtual Machines (VM).



Questions?

Thank you!