Regular Governing Board Meeting

CABRILLO UNIFIED SCHOOL DISTRICT

Thursday, June 8, 2023 • Public Session: 6:00 PM

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

Governing Board Meeting Broadcast Live on PacificCoast.TV

In compliance with the Americans with Disabilities Act, 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. Notification at least 48 hours before the meeting will enable the District to make reasonable arrangements to ensure accessibility to the Board meeting and to provide any required accommodations, auxiliary aids, or services.

Documents provided to a majority of the Governing Board regarding an open session item on the agenda will be made available for public inspection in the District Office located at 498 Kelly Avenue, Half Moon Bay, California, during normal business hours. In addition, such writings and documents are posted on the District's website, www.cabrillo.k12.ca.us.

PUBLIC COMMENTS GUIDELINES

Members of the public are encouraged to attend Board meetings and to address the Board concerning any item on the agenda or within the Board's jurisdiction. There are two ways in which members of the public may provide comments:

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 at: bit.ly/cusdcomments. Written comments will be accepted from when the agenda is posted 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:

A person wishing to be heard by the Board 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 Board President, please proceed to the podium and comment as briefly as the subject permits.

Individual speakers will be allowed three (3) minutes to address the Board on each agenda or nonagenda item, and the Board will limit the total time for public input on each item to 20 minutes. However, in exceptional circumstances, when necessary to ensure full opportunity for public input, the Board president may, with Board consent, adjust the amount of time allowed for public input and/or the time allotted for each speaker. Any such adjustment shall be done equitably so as to allow a diversity of viewpoints. The president may also ask members of the public with the same viewpoint to select a few individuals to address the Board on behalf of that viewpoint. The Administrative Assistant will keep the time and advise the speaker when there are 30 seconds left and again when the time is up. We ask speakers to keep within the time limits.

- Closed Session Items: may be addressed under Public Comment on Closed Session Topics.
- Nonagenda and Consent Items: may be addressed under Public Comments.
- Agenda Items: may be addressed after the conclusion of the staff presentation on the item.

IMPORTANT BOARD PROTOCOLS REGARDING PUBLIC COMMENTS

The Cabrillo Unified School District 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 Cabrillo Unified School District Governing Board to refer matters raised in this forum to staff for further examination and/or action where appropriate.

All Regular Governing Board meetings are broadcasted live on PacificCoast.TV. If available, video recordings will be uploaded to the CUSD YouTube channel in the next few days following the meeting.

1. OPENING BUSINESS

a. Call Public Session to Order - 6:00 PM - Welcome

b. Roll Call / Quorum

c. 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. Student Board Member Report

e. Superintendent Report

4. CONSENT AGENDA

Items listed under the Consent Agenda are items of a routine nature and items for which Board discussion is not anticipated and for which the Superintendent recommends approval. When any Board member requests the removal of an item from the consent agenda, the item shall be removed and given individual consideration for action as a regular agenda item. The Consent Agenda requires a motion and a second and must be approved by a roll call vote. Each item on the Consent Agenda approved by the Governing Board shall be deemed to have been considered in full and adopted as recommended.

a. Approval of Single Plans for Student Achievement (SPSA) 2023-24

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

4.a.1 2023_SPSA_Alvin_S._Hatch_Elementary_School_20230530.pdf (p. 7)

4.a.2 2023_SPSA_El_Granada_Elementary_School_20230530.pdf (p. 78)

4.a.3 2023_SPSA_Farallone_View_Elementary_School_20230530.pdf (p. 150)

4.a.4 2023_SPSA_Kings_Mountain_Elementary_School_20230530.pdf (p. 218)

4.a.5 2023_SPSA_Manuel_F._Cunha_Intermediate_School_20230530.pdf (p. 279)

4.a.6 2023_SPSA_Half_Moon_Bay_High_School_20230531.pdf (p. 349)

4.a.7 2023_SPSA_Pilarcitos_High_School_20230531.pdf (p. 415)

b. Approval of 2023-2024 Strengthening Career and Technical Education for the 21st Century Act (Perkins V), 131- Secondary Education, Grant Application

4.b Board Memo Perkins V Grant Application 2023-24.pdf (p. 476)

4.b.1 Perkins V application_All Sections 1-7_2023-24.pdf (p. 478)

c. Designation of Representatives to the California Interscholastic Federation League for the 2023-24 School Year

4.c Board Memo CIF League Representatives 2023-2024.pdf (p. 506)

4.c.1 CIF Representatives to League Form 2023-24.pdf (p. 507)

d. Approval of Certificated Personnel Report

4.d Board Memo Certificated Personnel Report.pdf (p. 510)

e. Approval of Classified Personnel Report

4.e Board Memo Classified Personnel Report.pdf (p. 512)

f. Approval of the MOU for Community Relations Assistants

4.f Board Memo MOU Community Relations Assistants.pdf (p. 513)

4.f.1 CUSD-CSEA_MOU_School_Community_Relations_Assistant.pdf (p. 514)

g. Approval of Donations to Cabrillo Unified School District

4.g Board_Memo_Donations_June_8_2023.pdf (p. 518)

4.g.1 Summary_Site_Donations_June_8_2023.pdf (p. 519)

h. Approval of Warrant Register Report Processed

4.h Board_Memo_Warrant_Register_May_2023.pdf (p. 520)

4.h.1 Warrant_Register_050123-053123.pdf (p. 521)

i. Approval of Annual Social Media Contract with Approach Marketing

4.i Board Memo Social Media Contract Approach Marketing 2023.pdf (p. 546)

4.i.1 LCAS_Approach Marketing_Scope_of_Work_2023-2024.pdf (p. 547)

5. GENERAL BUSINESS

a. Student Recognition – Half Moon Bay High School Salutatorian Grace Bigelow-Leth and Valedictorian Josephine Kearns

5.a Board Memo Recognition Salutatorian & Valedictorian.pdf (p. 550)

b. La Costa Adult School Site Presentation (Presentation)

5.b Board Memo La Costa Adult School Site Presentation 2023.pdf (p. 551)

5.b.1 LCAS Slide Presentation 2023.pdf (p. 552)

c. Adoption of Elementary Science Curriculum 2023-24 through 2030-31 (Action)

5.c Board Memo Elementary Science Adoption 2023.pdf (p. 563)

5.c.1 Elementary Science Adoption Slide Presentation 2023.pdf (p. 565)

d. CUSD Technology Update (Presentation)

5.d Board_Memo_Technology_Update_June_2023.pdf (p. 586)

5.d.1 Technology_Presentation_June_2023.pdf (p. 587)

e. 2021-24 Local Control and Accountability Plan (LCAP) and LCAP Budget Overview for Parents (Discussion)

5.e Board Memo Local Control Accountability Plan 2023.pdf (p. 598)

5.e.1 Board Presentation LCAP 2023-2024.pdf (p. 601)

5.e.2 Notice of Public Hearing LCAP 2023.pdf (p. 646)

5.e.3 Local_Control_and_Accountability_Plan_2023_20230530.pdf (p. 647)

f. Proposed CUSD Budget for the Fiscal Year 2023-2024 (Discussion)

5.f Board_Memo_Public_Hearing_2023_Budget.pdf (p. 763)

5.f.1 Notice_of_Public_Hearing_2023_Budget.pdf (p. 764)

5.f.2 Budget_Report_2023-2024.pdf (p. 765)

g. Adoption of Resolutions No. 11-2023 and 12-2023 for Temporary Interfund Borrowing for Fiscal Year 2022- 2023 (Action)

5.g Board_Memo_Resolution_Temporary_Interfund_Borrowing_Fiscal_Year_2022-23.pdf (p. 897)

5.g.1 Resolution_11_2023_Temporary_Interfund_Transfer_Cafeteria Fund.pdf (p. 898)

5.g.2 Resolution_12_2023_Temporary_Interfund_Transfer_Fund_40.pdf (p. 900)

6. FUTURE EVENTS

a. June 19 - Juneteenth Holiday, All Sites Closed

b. June 22 - Regular Board Meeting, Cunha Intermediate School Multi-Purpose Room - 6:00 PM

7. ADJOURNMENT

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
Carmen Daniel
Kimberly Hines
Sophia Layne

MEMORANDUM

MEETING DATE: June 8, 2023
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Assistant Superintendent, Curriculum and Instruction
Israel Castillo, Coordinator of Instruction/Categorical/Grants and Special Projects
CATEGORY: Consent/Action
ITEM TITLE: Approval of Single Plans for Student Achievement (SPSA) 2023-24

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 (along with 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 those 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 relevant 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: **2023-24**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Alvin S. Hatch Elementary	41688906043616	May 24, 2023	

Purpose and Description

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

Schoolwide Program

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

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.

In the 2022/23 Academic School year, Hatch ES was identified for Targeted support and improvement (ATSI). This means that based on data from the 2022 California School Dashboard, Socioeconomically Disadvantaged group was in the very low status level for both ELA and Mathematics and very high for Chronic Absenteeism in the state indicators. Our Site SPSA plan will address ways to improve our school and student outcomes for Socioeconomically Disadvantaged student group in particular, based on doing a needs assessment and identifying resource inequities.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

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 throughs" 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.

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 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 student 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. 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, SIPA, 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)

Benchmark Advance/ Adelante 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. The district is currently undergoing a Science curriculum pilot and will be adopting a new curriculum for the 23-24 school year.
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. Teachers in grades TK-2nd have access to Hegarty Phonemic Awareness curriculum.

Opportunity and Equal Educational Access

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

Differentiated 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 may be referred to the site based reading intervention teachers for additional support.
Digital platforms like Lexia, Raz Kids, and Istation provide students with in school and at home opportunities for addressing core learning in reading and language arts.

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, SDAIE strategies, and systematic phonics. 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.

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 screen time and 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 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
SIPA 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 SDAIE 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.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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. 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 digital 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 2023-2024 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 by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0.18%		0	1
African American	%	%	0.18%		0	1
Asian	1.1%	0.92%	0.92%	6	5	5
Filipino	1.2%	0.92%	0.92%	7	5	5
Hispanic/Latino	62.2%	64.94%	63.47%	350	352	344
Pacific Islander	0.2%	%	0%	1	0	0
White	31.8%	29.15%	30.63%	179	158	166
Multiple/No Response	3.6%	3.69%	3.32%	20	20	18
			Total Enrollment	563	542	542

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
TK			26
Kindergarten	107	105	95
Grade 1	81	93	89
Grade 2	84	80	86
Grade3	93	80	78
Grade 4	95	91	80
Grade 5	103	93	87
Total Enrollment	563	542	541

Conclusions based on this data:

1. Enrollment has stayed consistent from 21-22 to 22-23.
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		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	210	239	215	37.3%	44.1%	39.7%
Fluent English Proficient (FEP)	57	58	58	10.1%	10.7%	10.7%
Reclassified Fluent English Proficient (RFEP)	24	29		11.4%	12.1%	

Conclusions based on this data:

1. Reclassification rate increased by 0.7% from 20-21 to 21-22.
2. Percentage of English Learners increased from 37.3% in 20-21 to 44.1% in 21-22, a total of 6.8%.
3. FEP students have remained mostly consistent over the past three 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	N/A	78		N/A	76		N/A	76		N/A	97.4	
Grade 4	N/A	89		N/A	88		N/A	88		N/A	98.9	
Grade 5	N/A	93		N/A	90		N/A	90		N/A	96.8	
All Grades	N/A	260		N/A	254		N/A	254		N/A	97.7	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	NA	2393.		N/A	19.74		N/A	13.16		N/A	27.63		N/A	39.47	
Grade 4	NA	2416.		N/A	15.91		N/A	17.05		N/A	17.05		N/A	50.00	
Grade 5	NA	2447.		N/A	12.22		N/A	18.89		N/A	18.89		N/A	50.00	
All Grades	N/A	N/A	N/A	N/A	15.75		N/A	16.54		N/A	20.87		N/A	46.85	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	N/A	14.47		N/A	55.26		N/A	30.26	
Grade 4	N/A	11.36		N/A	59.09		N/A	29.55	
Grade 5	N/A	8.89		N/A	55.56		N/A	35.56	
All Grades	N/A	11.42		N/A	56.69		N/A	31.89	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	N/A	10.53		N/A	47.37		N/A	42.11	
Grade 4	N/A	6.82		N/A	54.55		N/A	38.64	
Grade 5	NA	8.89		N/A	45.56		N/A	45.56	
All Grades	N/A	8.66		N/A	49.21		N/A	42.13	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	N/A	14.47		N/A	67.11		N/A	18.42	
Grade 4	N/A	4.55		N/A	70.45		N/A	25.00	
Grade 5	N/A	8.89		N/A	73.33		N/A	17.78	
All Grades	N/A	9.06		N/A	70.47		N/A	20.47	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	N/A	14.47		N/A	63.16		N/A	22.37	
Grade 4	N/A	9.09		N/A	61.36		N/A	29.55	
Grade 5	N/A	6.67		N/A	64.44		N/A	28.89	
All Grades	N/A	9.84		N/A	62.99		N/A	27.17	

Conclusions based on this data:

1. 97.7% of students 3rd-5th in 21-22 were tested on ELA CAASPP
2. Less than 33% of students in 3rd-5th have met or exceeded standard in ELA.
3. Students seem to be performing lowest in the writing section

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	N/A	78		N/A	75		N/A	75		N/A	96.2	
Grade 4	N/A	89		N/A	87		N/A	87		N/A	97.8	
Grade 5	N/A	93		N/A	90		N/A	90		N/A	96.8	
All Grades	N/A	260		N/A	252		N/A	252		N/A	96.9	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	N/A	2418.		N/A	20.00		N/A	24.00		N/A	24.00		N/A	32.00	
Grade 4	N/A	2428.		N/A	6.90		N/A	26.44		N/A	27.59		N/A	39.08	
Grade 5	N/A	2429.		N/A	8.89		N/A	4.44		N/A	21.11		N/A	65.56	
All Grades	N/A	N/A	N/A	N/A	11.51		N/A	17.86		N/A	24.21		N/A	46.43	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	N/A	22.67		N/A	40.00		N/A	37.33	
Grade 4	N/A	12.64		N/A	42.53		N/A	44.83	
Grade 5	N/A	6.67		N/A	34.44		N/A	58.89	
All Grades	N/A	13.49		N/A	38.89		N/A	47.62	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	N/A	25.33		N/A	44.00		N/A	30.67	
Grade 4	N/A	5.75		N/A	50.57		N/A	43.68	
Grade 5	N/A	7.78		N/A	43.33		N/A	48.89	
All Grades	N/A	12.30		N/A	46.03		N/A	41.67	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	N/A	20.00		N/A	48.00		N/A	32.00	
Grade 4	N/A	10.34		N/A	56.32		N/A	33.33	
Grade 5	N/A	10.00		N/A	40.00		N/A	50.00	
All Grades	N/A	13.10		N/A	48.02		N/A	38.89	

Conclusions based on this data:

1. 96.9% of students completed the CAASPP Math Test
2. In 21-22, 13.3% of students met or exceeded the standard in 5th grade, in comparison to 33.34% for 4th grade and 44% for 3rd grade.
3. Applying mathematical concepts and procedures had the lowest scores for students in the Math CAASPP

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1419.0	1439.3		1445.8	1459.4		1356.1	1392.3		26	49	
1	1443.4	1435.3		1471.0	1468.1		1415.3	1402.0		29	32	
2	1447.1	1460.9		1456.9	1483.8		1436.6	1437.6		29	33	
3	1480.8	1487.3		1495.1	1500.4		1465.9	1473.7		49	30	
4	1497.3	1503.1		1506.1	1509.4		1488.1	1496.2		40	45	
5	1527.0	1532.4		1533.8	1550.9		1519.6	1513.5		29	27	
All Grades										202	216	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	11.54	16.33		30.77	44.90		50.00	34.69		7.69	4.08		26	49	
1	10.34	6.25		31.03	28.13		27.59	25.00		31.03	40.63		29	32	
2	3.45	15.15		31.03	30.30		51.72	33.33		13.79	21.21		29	33	
3	4.08	6.67		28.57	46.67		55.10	36.67		12.24	10.00		49	30	
4	12.50	8.89		40.00	44.44		32.50	40.00		15.00	6.67		40	45	
5	20.69	29.63		48.28	33.33		20.69	25.93		10.34	11.11		29	27	
All Grades	9.90	13.43		34.65	38.89		40.59	33.33		14.85	14.35		202	216	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.38	34.69		57.69	38.78		19.23	24.49		7.69	2.04		26	49	
1	31.03	21.88		41.38	56.25		20.69	12.50		6.90	9.38		29	32	
2	20.69	27.27		41.38	48.48		24.14	15.15		13.79	9.09		29	33	
3	28.57	30.00		48.98	53.33		18.37	13.33		4.08	3.33		49	30	
4	40.00	37.78		37.50	40.00		12.50	15.56		10.00	6.67		40	45	
5	65.52	44.44		17.24	48.15		6.90	3.70		10.34	3.70		29	27	
All Grades	33.66	32.87		41.09	46.30		16.83	15.28		8.42	5.56		202	216	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	3.85	6.12		11.54	14.29		50.00	55.10		34.62	24.49		26	49	
1	3.45	3.13		13.79	15.63		41.38	18.75		41.38	62.50		29	32	
2	0.00	3.03		20.69	30.30		51.72	24.24		27.59	42.42		29	33	
3	0.00	0.00		8.16	13.33		46.94	60.00		44.90	26.67		49	30	
4	2.50	2.22		12.50	20.00		47.50	48.89		37.50	28.89		40	45	
5	13.79	3.70		3.45	14.81		68.97	51.85		13.79	29.63		29	27	
All Grades	3.47	3.24		11.39	18.06		50.50	43.98		34.65	34.72		202	216	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	19.23	28.57		73.08	71.43		7.69	0.00		26	49	
1	27.59	31.25		65.52	62.50		6.90	6.25		29	32	
2	10.34	24.24		75.86	72.73		13.79	3.03		29	33	
3	12.24	36.67		65.31	53.33		22.45	10.00		49	30	
4	30.00	26.67		50.00	57.78		20.00	15.56		40	45	
5	31.03	33.33		55.17	55.56		13.79	11.11		29	27	
All Grades	21.29	29.63		63.37	62.96		15.35	7.41		202	216	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	30.77	36.73		61.54	55.10		7.69	8.16		26	49	
1	37.93	18.75		55.17	75.00		6.90	6.25		29	32	
2	31.03	42.42		55.17	45.45		13.79	12.12		29	33	
3	59.18	60.00		38.78	33.33		2.04	6.67		49	30	
4	62.50	51.11		30.00	44.44		7.50	4.44		40	45	
5	79.31	85.19		10.34	7.41		10.34	7.41		29	27	
All Grades	51.98	47.22		40.59	45.37		7.43	7.41		202	216	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	8.16		72.00	83.67		28.00	8.16		25	49	
1	13.79	9.38		34.48	31.25		51.72	59.38		29	32	
2	3.45	3.03		65.52	54.55		31.03	42.42		29	33	
3	0.00	0.00		44.90	36.67		55.10	63.33		49	30	
4	2.50	2.22		52.50	46.67		45.00	51.11		40	45	
5	17.24	7.41		48.28	62.96		34.48	29.63		29	27	
All Grades	5.47	5.09		51.74	54.63		42.79	40.28		201	216	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.69	14.29		34.62	44.90		57.69	40.82		26	49	
1	0.00	3.13		58.62	40.63		41.38	56.25		29	32	
2	0.00	9.09		62.07	63.64		37.93	27.27		29	33	
3	0.00	13.33		67.35	70.00		32.65	16.67		49	30	
4	0.00	6.67		62.50	84.44		37.50	8.89		40	45	
5	3.45	11.11		82.76	66.67		13.79	22.22		29	27	
All Grades	1.49	9.72		62.38	61.57		36.14	28.70		202	216	

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

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
542	**53.0**	**44.1**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Alvin S. Hatch Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	239	44.1
Foster Youth		
Homeless	5	0.9
Socioeconomically Disadvantaged	287	53.0
Students with Disabilities	57	10.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American		
American Indian		
Asian	5	0.9
Filipino	5	0.9
Hispanic	352	64.9
Two or More Races	20	3.7
Pacific Islander		
White	158	29.2

Conclusions based on this data:

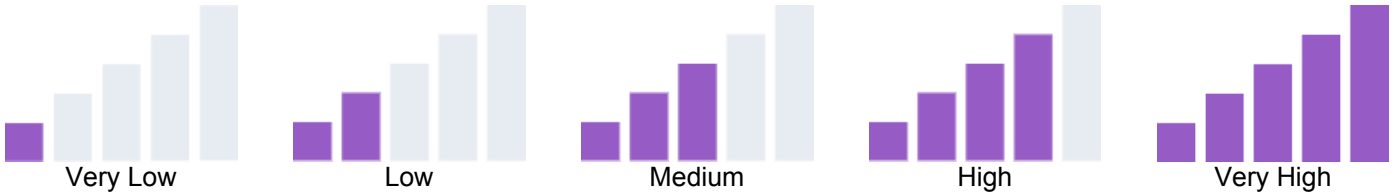
1. About 44% of are English Language Learners of the total enrollment at Hatch Elementary.
2. The Hispanic population overpasses the White population by almost 36%, which has increased in recent years. (Was about 20% in 2020)
3. The percentage of students who are eligible for free or reduced priced meals, or have parents/guardians who did not receive a high school diploma, has increased to 53%. (Was about 46% in 2020)

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Low	Chronic Absenteeism: Very High	Suspension Rate: Low
Mathematics: Low		
English Learner Progress: Medium		

Conclusions based on this data:

1. We have a low suspension rate.
2. English Learners' performance level is medium.
3. Both English Language Arts and Mathematics performance levels are low, and chronic absenteeism is very high.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

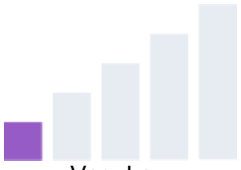
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
4	0	0	1	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Very Low	
49.4 points below standard	93.6 points below standard	
251 Students	136 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Very Low
4 Students	90.2 points below standard	91.1 points below standard
	139 Students	35 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
		No Performance Level 2 Students	No Performance Level 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 84.7 points below standard 165 Students	 No Performance Level 26.5 points above standard 12 Students		 High 19.9 points above standard 68 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
114.4 points below standard	35.9 points below standard	3.1 points above standard
100 Students	36 Students	105 Students

Conclusions based on this data:

1. Overall, our students scored low in ELA on the CAASPP 21-22, 49.4 points below standard.
2. Our three groups who scored very low on ELA CAASPP 21-22 were English Language Learners (93.6 points below standard), Students with Disabilities (91.1 points below standard) and our Socioeconomically Disadvantaged students (90.2 points below standard)This group of Socioeconomically Disadvantaged was identified for ATSI for being very low status level for both ELA and Mathematics and very high for Chronic Absenteeism in the state indicators
3. On ELA CAASPP 21-22, Hispanic students scored very low (84.7 points below standard) while White students scored high (19.9 points above standard). We did not have enough data from other race/ethnicity groups to see a performance level, however students who are Two of More Races scored the highest with 26.5 points above standard, however the sample size was small with only 12 students pertaining to the group.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

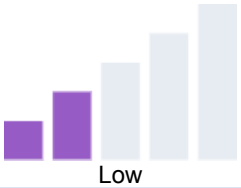
2022 Fall Dashboard Mathematics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
2	2	0	1	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Very Low	
58.5 points below standard	99.8 points below standard	
249 Students	135 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Low
4 Students	100.0 points below standard	91.2 points below standard
	138 Students	35 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
		No Performance Level 2 Students	No Performance Level 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 94.2 points below standard 164 Students	 No Performance Level 0.2 points above standard 12 Students		 High 15.5 points above standard 67 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
110.1 points below standard 99 Students	71.6 points below standard 36 Students	8.8 points below standard 104 Students

Conclusions based on this data:

1. Overall, our students on the Math CAASPP 21-22 exam scored low, 58.5 points below standard.
2. Our groups who scored very low on Math CAASPP 21-22 were English Language Learners (99.8 points below standard) and Socioeconomically Disadvantaged (100.0 points below standard). Students with Disabilities scored low (91.2 points below standard).
3. On Math CAASPP 21-22, Hispanic students scored low (94.2 points below standard) while White students scored high (15.5 points above standard). We did not have enough data from other race/ethnicity groups to see a performance level, however students who are Two of More Races scored 0.2 points above standard, however the sample size was small with only 12 students pertaining to the group.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress



Medium

50.7 making progress towards English language proficiency

Number of EL Students: 144 Students

Performance Level: 3

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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
17.4%	31.9%	0.0%	50.7%

Conclusions based on this data:

1. Based on the 2022 data, our English Learner Progress scored in the medium performance level with 50.7% of students making progress towards English language proficiency by progressing at least one ELPI level.
2. Based on the 2022 data,17.4% of English learner students decreased one ELPI level.
3. Based on the 2022 data,31.9% of English learner students Maintained ELPI Level 1, 2L, 2H, 3L, or 3H.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

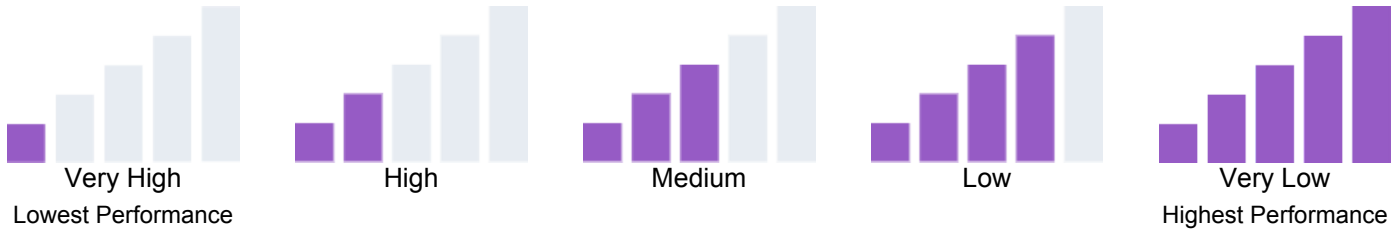
1. Not applicable.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High	High	Medium	Low	Very Low
4	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.

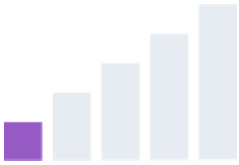
2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	Very High	
23.8% Chronically Absent	23.7% Chronically Absent	
546 Students	241 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
Less than 11 Students	26.4% Chronically Absent	31.9% Chronically Absent
5 Students	295 Students	72 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
		No Performance Level Less than 11 Students 5 Students	No Performance Level Less than 11 Students 5 Students

Hispanic	Two or More Races	Pacific Islander	White
 Very High 25.8% Chronically Absent 353 Students	No Performance Level 30.4% Chronically Absent 23 Students		 High 20% Chronically Absent 160 Students

Conclusions based on this data:

1. Socioeconomically Disadvantaged students are 26.4% Chronically Absent.
2. Only white students have a high level of chronic absenteeism, all other subgroups are in the very high level.
3. Students with Disabilities have the highest level of chronic absenteeism with 31.9% Chronically Absent.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

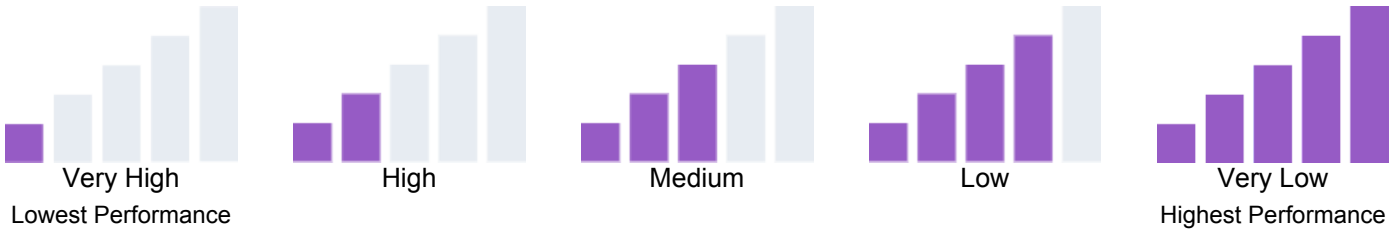
1. Not applicable.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

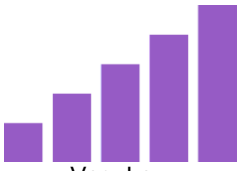
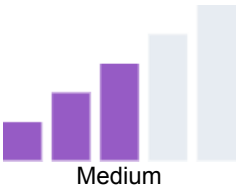
Very High	High	Medium	Low	Very Low
0	0	2	0	3

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Very Low	
0.9% suspended at least one day	0% suspended at least one day	
553 Students	245 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Medium
Less than 11 Students	0.3% suspended at least one day	1.4% suspended at least one day
5 Students	297 Students	73 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
		No Performance Level Less than 11 Students 5 Students	No Performance Level Less than 11 Students 5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 0.3% suspended at least one day 360 Students	 No Performance Level 0% suspended at least one day 23 Students		 Medium 2.5% suspended at least one day 160 Students

Conclusions based on this data:

1. Based on data from the 2022 dashboard, our performance level for suspension was low for all students at 0.9% suspended at least one day.
2. Based on data from the 2022 dashboard, our performance level for suspension was very low for Hispanic students and Socioeconomically Disadvantaged students at 0.3% suspended at least one day.
3. Based on data from the 2022 dashboard, our performance level for suspension was medium for White students at 2.5% suspended at least one day and for Students with Disabilities with 1.4%.

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 2023-24 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 CAASPP assessments in grades 3 through 5.

In order to increase the rate of reclassification, all teachers will focus on the implementation of designated and integrated ELD instruction. The targeted focus will help EL students achieving grade level proficiency in reading and upward movement of at least one ELPAC level, with the end goal of reclassification.

Identified Need

97.7% of students 3rd-5th in 21-22 were tested on ELA CAASPP and less than 33% of students in 3rd-5th have met or exceeded standard in EL. 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	Data from 21-22 School Year: 32.9% (3rd grade), 32.96% (4th grade), 31.11% (5th grade)	No data to compare from 20-21 due to pandemic
English Learner Progress	Data from 21-22 School Year: Progressed At Least One ELPI Level: 50.7%	No data to compare from 20-21 due to pandemic

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. Administration will conduct classroom visits, collect observable data and report back to staff in regards to the percent of EL strategies being observed.

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: 2022-23

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

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

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 from 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 once we have two years worth of data to compare.

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.

Identified Need

3rd-5th 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	Per 21-22 School Year Data: 44% (3rd Grade), 33.34% (4th Grade), 13.33% (5th Grade)	No data to compare from 20-21 due to pandemic.

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 intervention services.

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

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

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 2022-2023 school year, we will be able to compare growth. We will use local data to place students who will need further interventions for Fall 2023.

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 2022-2023 school year, we will be able to compare growth. We will use local data to place students who will need further interventions for Fall 2023.

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 2022-2023 school year, we will be able to compare growth. We will use local data to place students who will need further interventions for Fall 2023.

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 2022-2023 Panorama Family Survey within the topic of Barriers to Engagement. Increase families who responded favorably on the 2022-2023 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: 2022-23

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

ANALYSIS

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

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 2023-2024 Panorama Family Survey within the topic of School Climate by 5%.
Increase the percentage of families who responded favorably on the 2023-2024 Panorama Family Survey within the topic of School Safety by 5%.

Increase attendance percentage by 1% in the school year of 2023-2024.

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
2167	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: 2022-23

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

ANALYSIS

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

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	$34,763.00

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	$23,763.00
Title I Part A: Parent Involvement	$1,000.00

Subtotal of additional federal funds included for this school: $24,763.00

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 ($)
	$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: $34,763.00

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	23,763	0.00
None Specified		

Expenditures by Funding Source

Funding Source	Amount
	5,000.00
Title I	23,763.00
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	14,707.00
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	12,707.00
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	2,949.00

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

4 Parent or Community Members

Name of Members	Role
Alyssa Jaramillo	Principal
Luisa Hernandez	Classroom Teacher
Angie Work	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
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 24, 2023.

Attested:

	Principal, Alyssa Jaramillo on May 24, 2023
	SSC Chairperson, Mike Ramirez on May 24, 2023

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

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

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/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: **2023-24**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
El Granada Elementary	41688906043624	May 10, 2023	June 8, 2023

Purpose and Description

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

- Schoolwide Program
- Additional Targeted Support and Improvement

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.

EL Granada's SPSA addresses the ATSI status as it relates to the California School Dashboard. El Granada ES was identified for Targeted support and improvement (ATSI) in 2022/2023.
This means that based on data from the 2022 California School Dashboard, Students with Disabilities group was in the very low status level for both ELA and Mathematics.
In addition Students with disabilities were very high on Chronic Absenteeism.
Our Site SPSA plan will address ways to improve our school and student outcomes for Students with Disabilities in particular, based on doing a needs assessment and identifying resource inequities.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

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 2023-2024 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 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 instruction. Teachers also collaborate weekly by grade level for lesson planning, examining of student work and examining of teacher practice. Structures are in place for Professional Learning Communities.

This data is shared with parents, and 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.

El Granada uses the Acadiance early literacy screener for grades K-2. Screening takes place 3 times per year (Fall, Winter, End of Year/Spring)

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 ELD Teacher on Special Assignent, 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 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.

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.

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 Benchmark Advanced ELA curriculum, Fountas and Pinnell leveled intervention series, Wilson Fundations (a Kindergarten-3rd grade phonics program), Bridges Math, and FOSS science. Teachers in grades TK-2 have access to Hegarty Phonemic Awareness curriculum. The district is currently undergoing a science curriculum pilot and will be adopting a new curriculum for the 23-24 school year.

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 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, Reflex Math and Learning Ally, all provide students with in school and at home opportunities for addressing core learning in reading and mathematics.

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.

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 and ELD TOSA 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.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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) as well as our site's ELAC, our Parent Teacher Organization (PTO),our leadership team 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.

A good amount of students do not have access to technology and/or internet connectivity. This creates inequities among our students to access digital 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 2023-2024 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 by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%		0	0
African American	%	%	0%		0	0
Asian	0.3%	0.65%	1.26%	1	2	4
Filipino	0.3%	%	0.31%	1	0	1
Hispanic/Latino	62.4%	60.06%	57.23%	211	185	182
Pacific Islander	0.3%	0.32%	0.31%	1	1	1
White	32.5%	34.74%	34.91%	110	107	111
Multiple/No Response	4.1%	4.22%	5.66%	14	13	18
			Total Enrollment	338	308	318

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	63	49	77
Grade 1	54	47	37
Grade 2	59	50	51
Grade3	59	52	48
Grade 4	52	58	51
Grade 5	51	52	54
Total Enrollment	338	308	318

Conclusions based on this data:

1. Sub group percentages remain relatively 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		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	105	98	76	31.1%	31.8%	23.9%
Fluent English Proficient (FEP)	37	34	42	10.9%	11.0%	13.2%
Reclassified Fluent English Proficient (RFEP)	8	16	15	7.6%	16.3%	19.7%

Conclusions based on this data:

1. El Granada is showing continuing increases in the percentage of students being RFEP, Reclassified Fluent English Proficient, from the 2020-2021 school year through the 2022-2023 school year which is resulting in a smaller percentage of English Learners overall.

3. The percentage of Fluent English proficient students has increased. 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		50			43			43			86.0	
Grade 4		57			56			56			98.2	
Grade 5		46			45			45			97.8	
All Grades		153			144			144			94.1	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2381.			18.60			6.98			30.23			44.19	
Grade 4		2438.			23.21			21.43			10.71			44.64	
Grade 5		2495.			20.00			22.22			31.11			26.67	
All Grades	N/A	N/A	N/A		20.83			17.36			22.92			38.89	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.98			60.47			32.56	
Grade 4		12.50			60.71			26.79	
Grade 5		15.56			66.67			17.78	
All Grades		11.81			62.50			25.69	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.63			41.86			46.51	
Grade 4		17.86			41.07			41.07	
Grade 5		26.67			51.11			22.22	
All Grades		18.75			44.44			36.81	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.98			72.09			20.93	
Grade 4		7.14			69.64			23.21	
Grade 5		0.00			82.22			17.78	
All Grades		4.86			74.31			20.83	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		16.28			48.84			34.88	
Grade 4		16.07			62.50			21.43	
Grade 5		22.22			64.44			13.33	
All Grades		18.06			59.03			22.92	

Conclusions based on this data:

1. Over 61% of students are performing below grade level on the CAASPP ELA test.
2. Over 70% of students are approaching or demonstrating proficiency in reading non-fiction texts
3. Almost 37% of students are below grade level when it comes to demonstrating proficiency in producing clear and meaningful writing.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		50			44			44			88.0	
Grade 4		57			56			56			98.2	
Grade 5		46			46			46			100.0	
All Grades		153			146			146			95.4	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2394.			15.91			20.45			18.18			45.45	
Grade 4		2446.			10.71			25.00			25.00			39.29	
Grade 5		2467.			13.04			10.87			30.43			45.65	
All Grades	N/A	N/A	N/A		13.01			19.18			24.66			43.15	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		18.18			38.64			43.18	
Grade 4		12.50			50.00			37.50	
Grade 5		8.70			43.48			47.83	
All Grades		13.01			44.52			42.47	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		20.45			40.91			38.64	
Grade 4		16.07			39.29			44.64	
Grade 5		10.87			50.00			39.13	
All Grades		15.75			43.15			41.10	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		20.45			56.82			22.73	
Grade 4		14.29			51.79			33.93	
Grade 5		10.87			58.70			30.43	
All Grades		15.07			55.48			29.45	

Conclusions based on this data:

1. Over 67% or students are below grade level in mathematics based on CAASPP scores.
2. Students show the most strength in Communicating Reasoning and Demonstrating ability to support mathematical conclusions.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	1434.1		*	1449.3		*	1398.2		10	12	
1	1433.5	1422.0		1471.8	1454.4		1394.7	1388.9		20	12	
2	1452.6	1451.5		1475.5	1491.1		1429.5	1411.5		17	12	
3	1468.3	1459.1		1492.9	1474.0		1443.1	1443.7		22	14	
4	1479.4	1521.3		1504.0	1536.9		1454.5	1505.1		14	20	
5	1533.5	1517.1		1541.8	1526.9		1524.7	1506.5		23	11	
All Grades										106	81	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	16.67		*	25.00		*	58.33		*	0.00		*	12	
1	25.00	0.00		5.00	41.67		40.00	8.33		30.00	50.00		20	12	
2	5.88	0.00		41.18	50.00		35.29	33.33		17.65	16.67		17	12	
3	4.55	7.14		36.36	28.57		40.91	35.71		18.18	28.57		22	14	
4	14.29	30.00		57.14	40.00		7.14	20.00		21.43	10.00		14	20	
5	13.04	36.36		56.52	36.36		26.09	9.09		4.35	18.18		23	11	
All Grades	14.15	16.05		36.79	37.04		30.19	27.16		18.87	19.75		106	81	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	25.00		*	33.33		*	41.67		*	0.00		*	12	
1	50.00	8.33		30.00	41.67		5.00	33.33		15.00	16.67		20	12	
2	23.53	41.67		52.94	33.33		17.65	16.67		5.88	8.33		17	12	
3	40.91	21.43		36.36	28.57		13.64	28.57		9.09	21.43		22	14	
4	50.00	50.00		28.57	35.00		14.29	10.00		7.14	5.00		14	20	
5	47.83	72.73		47.83	9.09		0.00	9.09		4.35	9.09		23	11	
All Grades	41.51	37.04		37.74	30.86		10.38	22.22		10.38	9.88		106	81	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	8.33		*	25.00		*	33.33		*	33.33		*	12	
1	15.00	0.00		10.00	0.00		25.00	41.67		50.00	58.33		20	12	
2	0.00	0.00		35.29	0.00		23.53	66.67		41.18	33.33		17	12	
3	0.00	0.00		9.09	14.29		40.91	42.86		50.00	42.86		22	14	
4	0.00	10.00		28.57	20.00		42.86	40.00		28.57	30.00		14	20	
5	8.70	9.09		13.04	36.36		60.87	27.27		17.39	27.27		23	11	
All Grades	6.60	4.94		17.92	16.05		37.74	41.98		37.74	37.04		106	81	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	8.33		*	83.33		*	8.33		*	12	
1	55.00	8.33		30.00	83.33		15.00	8.33		20	12	
2	11.76	33.33		82.35	66.67		5.88	0.00		17	12	
3	27.27	21.43		50.00	64.29		22.73	14.29		22	14	
4	28.57	70.00		57.14	20.00		14.29	10.00		14	20	
5	13.04	18.18		78.26	72.73		8.70	9.09		23	11	
All Grades	26.42	30.86		59.43	60.49		14.15	8.64		106	81	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	25.00		*	75.00		*	0.00		*	12	
1	40.00	25.00		45.00	58.33		15.00	16.67		20	12	
2	41.18	33.33		52.94	58.33		5.88	8.33		17	12	
3	54.55	50.00		36.36	21.43		9.09	28.57		22	14	
4	71.43	45.00		21.43	50.00		7.14	5.00		14	20	
5	95.65	81.82		0.00	9.09		4.35	9.09		23	11	
All Grades	60.00	43.21		28.57	45.68		11.43	11.11		105	81	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	8.33		*	83.33		*	8.33		*	12	
1	20.00	0.00		15.00	41.67		65.00	58.33		20	12	
2	5.88	0.00		58.82	66.67		35.29	33.33		17	12	
3	0.00	0.00		36.36	28.57		63.64	71.43		22	14	
4	0.00	10.00		64.29	40.00		35.71	50.00		14	20	
5	17.39	9.09		69.57	54.55		13.04	36.36		23	11	
All Grades	9.43	4.94		50.00	50.62		40.57	44.44		106	81	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	16.67		*	33.33		*	50.00		*	12	
1	10.00	0.00		45.00	41.67		45.00	58.33		20	12	
2	5.88	0.00		41.18	66.67		52.94	33.33		17	12	
3	0.00	0.00		72.73	85.71		27.27	14.29		22	14	
4	7.14	20.00		71.43	75.00		21.43	5.00		14	20	
5	0.00	36.36		73.91	45.45		26.09	18.18		23	11	
All Grades	5.66	12.35		59.43	60.49		34.91	27.16		106	81	

Conclusions based on this data:

1. 50.94% of students in 20-21 and 53.09% of students in 22-23 taking the ELPAC scored a 3 (moderately developed) or 4 (well developed) overall for English Language Proficiency.
2. 4.94% of students in 22-23 scored Well Developed in the Reading Domain.
3. In 20-21 5.66% of students scored Well Developed in the Writing Domain. In 21-22, 12.35% of students scored Well Developed.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
308	**47.1**	**31.8**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in El Granada Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	98	31.8
Foster Youth		
Homeless	3	1.0
Socioeconomically Disadvantaged	145	47.1
Students with Disabilities	45	14.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American		
American Indian		
Asian	2	0.6
Filipino		
Hispanic	185	60.1
Two or More Races	13	4.2
Pacific Islander	1	0.3
White	107	34.7

Conclusions based on this data:

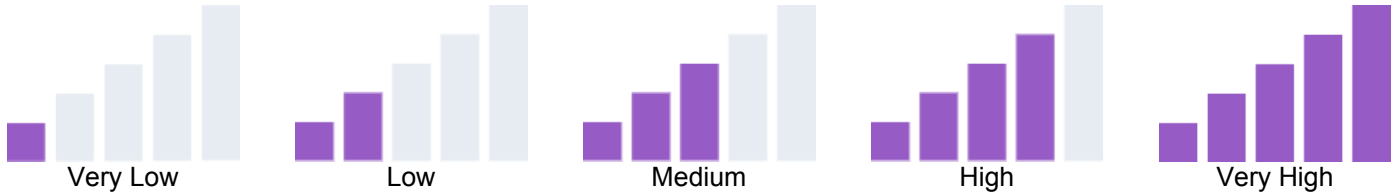
1. Student sub groups are primarily English Learners (31.8%) and Socioeconomically Disadvantaged Students (47.1%)
2. Enrollment by race also is primarily Hispanic (60.1%) and White (34.7%)
3. Students with Disabilities is at 14.6%. El Granada is the home for our District's intensive special education program for elementary students serving students in Pre-Kinder - 5th grade.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Low	Chronic Absenteeism: Very High	Suspension Rate: Very Low
Mathematics: Low		
English Learner Progress: Medium		

Conclusions based on this data:

1. Based on the 2022 dashboard, El Granada is showing very high rates of Chronic Absenteeism, according to the data 25.8% of the student population is chronically absent

2. Both Mathematics and English Language Arts performance indicators are reflecting low performance based on 2022 dashboard results. In ELA all students are 29.7 points below standard and in Mathematics all students are 44.4 points below standard

3. Suspension Rates at El Granada are very lowl

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

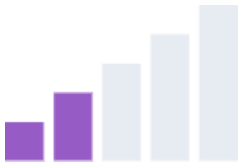
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
1	3	0	1	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	
29.7 points below standard	49.9 points below standard	
146 Students	66 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
2 Students	62.6 points below standard	93.7 points below standard
	75 Students	37 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 54.3 points below standard 95 Students	No Performance Level 3 Students	No Performance Level 1 Student	 High 19.9 points above standard 47 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
78.0 points below standard 43 Students	2.7 points above standard 23 Students	10.3 points below standard 71 Students

Conclusions based on this data:

1. English Learners and Socioeconomically disadvantaged students received Low indicators for performance on the ELA assessment.
2. Students with disabilities received a Very Low indicator for performance on the ELA assessment.
3. White students received a High indicator for performance on the ELA assessment.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

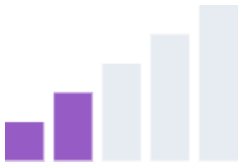
2022 Fall Dashboard Mathematics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	3	1	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	
44.4 points below standard	62.4 points below standard	
146 Students	66 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
2 Students	74.2 points below standard	115.2 points below standard
	75 Students	37 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 64.5 points below standard 95 Students	No Performance Level 3 Students	No Performance Level 1 Student	 Medium 2.6 points below standard 47 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
81.1 points below standard 43 Students	27.4 points below standard 23 Students	30.2 points below standard 71 Students

Conclusions based on this data:

1. Current EL students are performing 81.1 points below standard in Mathematics while Reclassified students are performing 27.4 points below standard.
2. Socioeconomically disadvantaged students are performing 74.2 points below the standard in Mathematics.
3. El Granad students overall are performing 44.4 points below the standard.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress



Medium

47.4 making progress towards English language proficiency

Number of EL Students: 57 Students

Performance Level: 3

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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14.0%	38.6%	0.0%	47.4%

Conclusions based on this data:

1. 47.4% of students have progressed at least one ELPI level placing El Granada at a medium status level reading.
2. 14% of students decreased one ELPI level.
3. 38.6% of students maintained ELPI level of 1-3

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

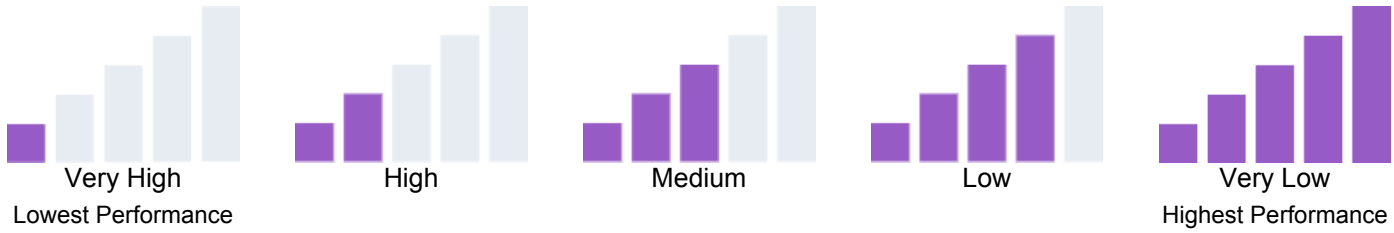
1. Not applicable to Elementary School

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

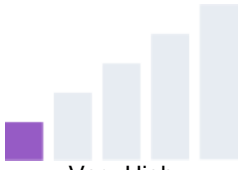
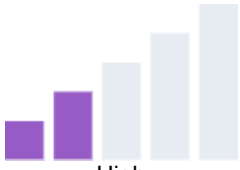
Very High	High	Medium	Low	Very Low
4	1	0	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	Very High	
25.8% Chronically Absent	38.2% Chronically Absent	
318 Students	102 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
Less than 11 Students	38.2% Chronically Absent	30.8% Chronically Absent
3 Students	152 Students	65 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
		 No Performance Level Less than 11 Students 2 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very High 32.6% Chronically Absent 190 Students	 No Performance Level 6.7% Chronically Absent 15 Students	 No Performance Level Less than 11 Students 1 Student	 High 17.3% Chronically Absent 110 Students

Conclusions based on this data:

1. Overall El Granada is marked as Very High for Chronically Absent students at a rate of 25.8% on the 2022 CA Dashboard.
2. English Learner, Socioeconomically Disadvantaged and Students with Disabilities subgroups were noted as Very High in their rates of Chronic Absenteeism.
3. Hispanic students had Very High Chronic Absenteeism with a rate of 32.6%

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

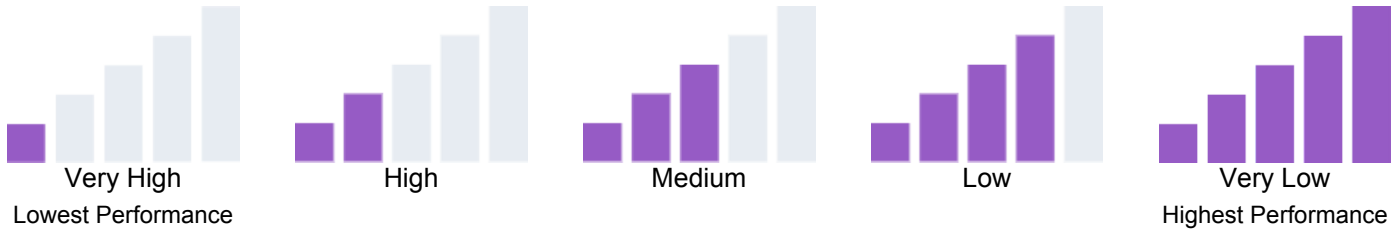
1. Not applicable to elementary school.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	0	1	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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	
0.3% suspended at least one day	0% suspended at least one day	
323 Students	103 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
Less than 11 Students	0.6% suspended at least one day	0% suspended at least one day
3 Students	154 Students	65 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
		 No Performance Level Less than 11 Students 2 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 0.5% suspended at least one day 194 Students	 No Performance Level 0% suspended at least one day 15 Students	 No Performance Level Less than 11 Students 1 Student	 Very Low 0% suspended at least one day 111 Students

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.

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 mathematics 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. Additionally, students with disabilites will increase their performace on the Mathematics portion of the CAASPP by 2% based on increased literacy skills applied to improving mathematic reasoning skills and the ability to interpret and analyze word problems and multistep math problems.

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 both ELA and Mathematics

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District assessment performance band movement in reading K-2	Baseline (2018): In 1st grade through 5th grade 38.11% of students were reading below grade level and 14% of students were approaching benchmark as measured in teh Fall Fountas and Pinnell reading assessment. Continuing (2022): In kindergarden through second grade 42.6% of students are performing below benchmark based on Acadience Data.	Increase by 2% in each grade the number of students approaching or below benchmark to at or above benchmark.
CA Dashboard for students with disabilities	Baseline (2022-2023): The CA Dashboard shows students with disabilities performing 115.2 points below the standard and in the VERY LOW status marker.	On the CA Dashboard, students with disabilites will move from the VERY LOW status marker to at least the LOW status marker by decreasing the number of points below the standard at which students are performing.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District assessment performance band movement in reading 3-5	Baseline (2018): In 1st grade through 5th grade 38.11% of students were reading below grade level and 14% of students were approaching benchmark as measured in the Fall Fountas and Pinnell reading assessment.	Increase by 2% in each grade the number of students approaching or below benchmark to at or above 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 with a special focus on Students with Disabilities

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. Staff will focus on implementing strategies focused on math literacy and implementing board adopted ELA and mathematics 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)
1000	Title I 4000-4999: Books And Supplies Purchase of professional texts related to Reading, Writing, and Math to expand techniques and strategies related to Common Core.

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 a special focus on students with disabilities, english learners and socioeconomically disadvantaged students

Strategy/Activity

Individualized Professional Learning in the areas of implementing math instruction and ELA instruction. Teachers may attend professional learning based on individual need and interested that

will support school and district academic goals. Each teacher may participate in a conference/semiar/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 Substitute coverage for teachers and registration fees for conferences and workshops. One conference per year.

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 Components and strategies for supporting students with IEPs in the areas of math and ELA 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)
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 in order to identify needs and create targeted instruction based on assessment results.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3400	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.

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

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. Teachers and staff collaborated weekly on strategies to support balanced literacy practices. Teachers have participated in professional development related to the implementation of the Benchmark Advances curriculum including demo lessons and districtwide grade level planning sessions. Teachers continue to work to implement the Benchmark Advanced curriculum with fidelity and deliver a balanced lietacy practice.

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 2023-2024 school year utilizing District assessments and CAASPP results 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

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 2024, 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. 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
District reclassification standards	In 2021-2022 16.3% of students were reclassified as FEP. In 2022-2023 19.7% of students were reclassified as FEP.	Increase by 4% the number of students reclassifeid as FEP.
ELPAC data	In 2021-2022 14.1% of students achieved a 4 on the ELPAC exam. In 2022-2023 16% achieved a 4.	Increase by 4% the number of students achieving a 4 on the ELPAC exam.

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

Strategy/Activity

Teachers will deliver designated ELD lessons in class daily

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)

At promise students, especially English Learners

Strategy/Activity

Provide professional release time for data talks, data review, demo lessons and peer mentoring to better identify and support students as well as create targeted interventions and effective small group 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)
3000	Other 1000-1999: Certificated Personnel Salaries Collaboration meetings, data talks and release time to provide teachers time thoroughly examine data, collaborate with peers to develop lessons based on best practices, observe and peer teach and create targeted interventions. The expenditure covers the daily rate of pay for a certificated substitute per teacher.

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 targets

Strategy/Activity

Provide short term, small group ELD instruction and intervention.

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 Purchase of books and supplimental materials

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

This is a new goal for 23-24. Administration, school site council and leadership team will be monitoring the progress and reporting back.

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.

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

Increase engagement with educational partners

LEA/LCAP Goal

Implement a stakeholder communication plan to support parental involvement.

Goal 3

Develop multifaceted communication and build engagement with educational partners in the areas of volunteering, school decision-making and advocacy, leadership roles and collaboration within the school community.

Identified Need

Increase engagement from our EL, latinx and socioeconomically disadvantaged communities

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 family participation is considered adequate with events like Open House, the Sweetheart Dance and Back to School Night classified as "well-attended." PTO and other committee type events are poorly attended by school populations considered to be in the minority.	Increase attendance from EL, latinx and socioeconomically disadvantaged community partners in PTO, ELAC, SSC and other committee type events.
Qualitative data on parent attendance to Family Learning Evenings	Due to COVID 19 and the return to in person education, family learning evenings did not happen in the 22-23 school year. In 23-24 we hope to offer a minimum of one literacy based and one math based family learning evenings.	Hold a minimum of 2 Family Learning Evenings
Increase attendance and engagement in ELAC committee events and meetings	in 22-23 the largest attended ELAC event (not including DLAC) had 9 attendees, the smallest had 4.	Increase the ELAC engagement by at least 3 more participants per event

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 including newsletters, email, text, phone calls and other types of 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)
250	Other 5900: Communications Increasing the frequency and formats with which we communicate with families to include monthly principal newsletters, 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)

English Learnerse

Strategy/Activity

Increase attendance and engagement in participation for on campus activites especially with regards to the ELAC meetings and 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)
500	Title I

	5000-5999: Services And Other Operating Expenditures Provide food and child care at ELAC meetings to increase attendance. Explore holding some ELAC meetings off campus in areas that are more accomodating to famililes.

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

Implement a Parent Engagement Initiative at El Granada School to increase parent engagement at home and at school. Offer family literacy and math nights to engage parents in activities taht 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 Plan and implement family engagement nights for all families but specifically connected to language learner students, students with disabilities and socioeconommically disadvantaged students to improve home to school connection and performance in mathematics and ELA.
500	Other 5900: Communications 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)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Timely and consistent communication to all students and specifically subgroups regarding goings on at school, student expectations, tools for supporting students at home and to 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, Restorative Justice and SEL strategies that promote emotional well-being and increase student social and academic performance.

Identified Need

6% of the EG population were referred to the COST team for supports and/or monitoring during the 2022-2023 school year. 14% of students were responsible for 65% of the office referrals. There is a need to increase Tier I and tier II behavior intervention, restorative justice practices and SEL supports on campus.

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. In 2022 14% (8) of students accrued 42% of office referred behaviors	Decrease the number and severity of office directed referrals by 10%
Suspension Data	.7% in 2018. Currently 3 suspensions in 2022-2023	Expected outcome is to maintain low suspension rates.
Referrals for Counseling Support	Baseline: approximately 50 students received school-based non-Special Education referred therapeutic services during the school year in 2018. Services were provided individually or in small groups. In 2022-2023 32 students were referred for non-Special Education therapeutic services.	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 4

Students to be Served by this Strategy/Activity

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

All Students at promise

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 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Review and increase 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). Dedicate time and energy to revamping and professional development related to Second Step.

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 Teachers in Transitional Kindergarten through fifth grade will review Second Step curriculum as a component of our Positive Behavior Intervention and Support program. Books and supplies may need to be purchased to replenish or suppliment curriculum

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Funds to create initiatives and support for students and families in order to decrease chronic absenteeism schoolwide.

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.

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

Increase schoolwide attendance rates

LEA/LCAP Goal

Maximize Student Outcomes

Goal 5

Increase school attendance for all students schoolwide. Work to create an environment where all students feel invested and supported in school. Improve messaging around school attendance by creating a positive school attendance campaign. This will be measured by a 5% decrease in chronic absenteeism schoolwide and specifically for students with disabilites, socioeconomically disadvantages students and english learner students.

Identified Need

There is a need to create positive interventions related to school attendance with 25.8% of students chronically absent. Specific attention needs to be dedicated to EL students with 38.2% chronically absent, socioeconomically disadvantaged students with 38.2% chronically absent and studetns with disabilites who have a 30.8% chronic absenteeism rate.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	Baseline: Overall studetns are chronically absent at a rate of 25.8% schoolwide. EL students show a rate of 38.2% chronically absent, socioeconomically disadvantaged students show a rate of 38.2% chronically absent and studetns with disabilites have a 30.8% chronic absenteeism rate.	Decrease chronic absenteeism by 5% schoolwide.

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

Create a positive messaging campaing around student attendance. Send post cards and letters home honoring students for consistent school attendance

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

Amount(s)	Source(s)
250	Title I 4000-4999: Books And Supplies Cost for purchasing and mailing postcards and certificates to families

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

Clarify messaging about when to keep a student home for an illness and when to send a student to school. Review and reeducate families about what sypmtoms are to be kept home and when to come to school. Regularly review masking practices for when showing symptoms of illness.

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)

Students with disabilites

Strategy/Activity

Communicate with families of students with disabilites. Learn about the barriers they face that lead to chronic absenteeism. Strategize with families around resources and needs to improve student attendance.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
400	Other 5000-5999: Services And Other Operating Expenditures Based on the needs identified by families, purchasing some supports or materials may be needed.

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	$19,400.00

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	$3,750.00

Subtotal of additional federal funds included for this school: $3,750.00

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	$15,650.00

Subtotal of state or local funds included for this school: $15,650.00

Total of federal, state, and/or local funds for this school: $19,400.00

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	12,000	8,250.00
Title III	10,000	10,000.00

Expenditures by Funding Source

Funding Source	Amount
Other	15,650.00
Title I	3,750.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	6,400.00
4000-4999: Books And Supplies	4,250.00
5000-5999: Services And Other Operating Expenditures	900.00
5800: Professional/Consulting Services And Operating Expenditures	7,100.00
5900: Communications	750.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Other	6,400.00
4000-4999: Books And Supplies	Other	1,000.00
5000-5999: Services And Other Operating Expenditures	Other	400.00
5800: Professional/Consulting Services And Operating Expenditures	Other	7,100.00
5900: Communications	Other	750.00

4000-4999: Books And Supplies	Title I	3,250.00
5000-5999: Services And Other Operating Expenditures	Title I	500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	11,500.00
Goal 2	4,000.00
Goal 3	1,750.00
Goal 4	1,500.00
Goal 5	650.00

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
Erin O'Connor-Brown	Principal
Angelica Bruno	Classroom Teacher
Avis Calhoun	Classroom Teacher
Nancy Arevalos	Other School Staff Parent or Community Member
Andy Grant	Parent or Community Member
Breanna Lafontaine	Parent or Community Member
Carrie Blanton	Parent or Community Member
Karen Decker	Parent or Community Member
Rich Stone	Parent or Community Member
David Ron	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 10, 2022.

Attested:

	Principal, Ms. Erin O'Connor-Brown on May 10, 2023
	SSC Chairperson, Carrie Blanton on May 10, 2023

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

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

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/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: **2023-24**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Farallone View Elementary School	41688906043632	TBD	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.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

In the Spring of 2022, parents/guardians and staff participated in the Panorama Survey to provide feedback on their school experience. Of those who participated, 76% responded favorably to questions about barriers to engagement, 69% responded favorably to questions about school climate, while only 37% responded favorably to questions about family engagement. The latter may have been impacted by COVID-19 protocols and the transition to full-day in-person instruction after schools reopened in the Spring of 2021.

In the Fall of 2023, our School Site Council (SSC) met to discuss our CASSPP data from Spring 2022 to determine potential areas of focus within our SPSA for the coming school year. Suggestions include the following:

- Working on reading levels, academic vocabulary, test-taking skills, typing skills, etc. for English Learners especially
- Examine curriculum to determine whether there are any or sufficient test-taking supports
- Providing strong communication to parents regarding practice tests for CAASPP (and ELPAC), significance of test, etc. (Minimize parent and student stress.)

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 be the implementation of our recently adopted Benchmark curriculum for English Language Arts. 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.

Formal classroom observations are conducted at regular intervals according to each teacher's evaluation cycle. The principal and teacher engage in conversations about the evaluation process as well as principal feedback after formal observations. Informal classroom observations are conducted at various intervals throughout the school year after which the teacher receives a note of feedback or engages in a brief conversation with the principal.

During the 2022-2023 school year, our general education teachers are engaging 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 will also participate in professional development focused on Social Studies.

Our school Leadership Team will meet in Spring 2023 to suggest professional development topics for the following school year.

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 2023-2024 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 via Fountas & Pinnell or Literably to measure their independent and/or guided reading levels, fluency, and comprehension. 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 would benefit from additional reading supports, accommodations, and/or interventions. 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 offers summer school for students who are reading below grade level. Additionally, we hope to continue our after-school Art and Science Enrichment Clubs for "at-promise" students.

Teachers have implemented common curriculum in English Language Arts (Benchmark Advance) and Math (Bridges). Both sets of curricula offer teachers an opportunity to monitor student progress and modify instruction based on local assessment data.

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. All of our teachers are highly experienced as well, having taught for over a decade in most cases. 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 with their colleagues and/or in grade-level band teams on a regular basis. Tuesdays are minimum days to provide an opportunity for weekly collaboration.

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 (tablets in grades K-1 and Chromebooks 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)

Farallone View teachers utilize standards-based curriculum and instructional materials to support all student groups in the general education setting.

The Resource Specialist Program teacher uses Wilson Fundations curriculum, Fountas & Pinnell intervention kits, and Bridges intervention materials with students who have IEP plans.

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

For Mathematics instruction, Cabrillo Unified School District teachers use Bridges curriculum as a foundation for instruction at the elementary level. For English Language Arts, CUSD has recently adopted Benchmark Advance curriculum. In addition, our K-2 teachers used Wilson Fundations as a supplementary curriculum for structured literacy.

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. Next school year, we hope to open the application process for our after-school Enrichment Clubs to all students in Grades 1-5 with our at-promise students remaining a priority for admission into the program. Students who continue to struggle even with these supports in place may be referred to the Student Study Team (SST) process and may receive 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, and/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 2 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 Benchmark Advance curriculum across all grade levels, with all teachers having received training and resources based on this new curriculum. In addition to utilizing this new curriculum, our Kindergarten through 3rd Grade teachers often utilize 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), Ayudando Latinos a Soñar (ALAS), and Cabrillo Education foundation (CEF).

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, Farallone View 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. Last year, our district secured additional funding through the Educator Effectiveness Grant. During the 2022-2023 school year, we plan to or have already utilized funds from an Educator Effectiveness Grant to provide additional opportunities for quality professional development, training, and conferences for teachers.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%		0	0
African American	%	%	0%		0	0
Asian	0.5%	%	0%	1	0	0
Filipino	0.5%	%	0%	1	0	0
Hispanic/Latino	21.0%	21.89%	18.29%	42	37	30
Pacific Islander	%	%	0%		0	0
White	69.5%	65.68%	70.73%	139	111	116
Multiple/No Response	8.5%	12.43%	10.98%	17	21	18
			Total Enrollment	200	169	164

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	33	26	23
Grade 1	25	27	23
Grade 2	42	20	31
Grade3	28	36	23
Grade 4	40	28	35
Grade 5	32	32	29
Total Enrollment	200	169	164

Conclusions based on this data:

1. Our enrollment has 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 or moving as a result of the COVID-19 pandemic. 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 169 students, which continues to be the average for the 2022-2023 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		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	16	10	13	8.0%	5.9%	7.9%
Fluent English Proficient (FEP)	11	8	8	5.5%	4.7%	4.9%
Reclassified Fluent English Proficient (RFEP)	5	2	3	%	%	%

Conclusions based on this data:

1. 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. The number of Fluent English Proficient students decreased slightly from 2020-2021 school year to the 2021-2022 school year; however, the number of English Learners overall decreased slightly as well.
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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	N/A	36		N/A	34		N/A	34		N/A	94.4	
Grade 4	N/A	29		N/A	28		N/A	28		N/A	96.6	
Grade 5	N/A	32		N/A	31		N/A	31		N/A	96.9	
All Grades	N/A	97		N/A	93		N/A	93		N/A	95.9	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	N/A	2470.		N/A	50.00		N/A	17.65		N/A	23.53		N/A	8.82	
Grade 4	N/A	2490.		N/A	28.57		N/A	35.71		N/A	21.43		N/A	14.29	
Grade 5	N/A	2528.		N/A	22.58		N/A	35.48		N/A	29.03		N/A	12.90	
All Grades	N/A	N/A	N/A	N/A	34.41		N/A	29.03		N/A	24.73		N/A	11.83	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	N/A	41.18		N/A	52.94		N/A	5.88	
Grade 4	N/A	*		N/A	*		N/A	*	
Grade 5	N/A	22.58		N/A	67.74		N/A	9.68	
All Grades	N/A	31.18		N/A	61.29		N/A	7.53	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	N/A	17.65		N/A	67.65		N/A	14.71	
Grade 4	N/A	*		N/A	*		N/A	*	
Grade 5	N/A	16.13		N/A	64.52		N/A	19.35	
All Grades	N/A	12.90		N/A	72.04		N/A	15.05	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	N/A	32.35		N/A	64.71		N/A	2.94	
Grade 4	N/A	*		N/A	*		N/A	*	
Grade 5	N/A	19.35		N/A	77.42		N/A	3.23	
All Grades	N/A	20.43		N/A	75.27		N/A	4.30	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	N/A	23.53		N/A	64.71		N/A	11.76	
Grade 4	N/A	*		N/A	*		N/A	*	
Grade 5	N/A	32.26		N/A	58.06		N/A	9.68	
All Grades	N/A	25.81		N/A	63.44		N/A	10.75	

Conclusions based on this data:

1. The percentage of students who met or exceeded standard for English Language Arts overall (as measured by the CAASPP assessment) went from 48.18% in 2018-2019 to 63.44% in 2021-2022. This shift can partially be attributed to the shift in student demographics as the majority of students at Farallone View during the 2021-2022 school year are native English speakers and students who come from families of financial means. Meanwhile, the percentage of students who nearly met or did not meet standard overall as measured by the CAASPP went from 51.83% in 2018-2019 to 36.56%. While this shows significant improvement in student achievement on the CAASPP, there is still work to be done to better support over a third of our student population.
2. In the 2021-2022 CAASPP, 84.94% of third and fifth grade students scored at or above standard for English Language Arts in writing (as measured by the CAASPP), 92.47% in reading, 95.7% in listening, 89.25% in research/inquiry. While these are definitely high percentages, there is still work to be done in writing and research/inquiry to better support our students. CAASPP data breakdown by skillset/topic is not displayed for fourth grade during the 2021-2022 school year since there were fewer than 30 students represented.
3. The highest percentages of students not meeting standard on the CAASPP ELA assessment fell within the writing category (14.71% in third grade and 19.35% in fifth grade). This suggests that additional supports and practice in writing are needed for our current fourth graders at least.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		36			34			34			94.4	
Grade 4		29			28			28			96.6	
Grade 5		32			32			32			100.0	
All Grades		97			94			94			96.9	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	N/A	2473.		N/A	35.29		N/A	47.06		N/A	8.82		N/A	8.82	
Grade 4	N/A	2488.		N/A	17.86		N/A	32.14		N/A	35.71		N/A	14.29	
Grade 5	N/A	2531.		N/A	25.00		N/A	28.13		N/A	31.25		N/A	15.63	
All Grades	N/A	N/A	N/A		26.60			36.17			24.47			12.77	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	N/A	35.29		N/A	55.88		N/A	8.82	
Grade 4	N/A	*		N/A	*		N/A	*	
Grade 5	N/A	31.25		N/A	56.25		N/A	12.50	
All Grades	N/A	32.98		N/A	55.32		N/A	11.70	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	N/A	47.06		N/A	44.12		N/A	8.82	
Grade 4	N/A	*		N/A	*		N/A	*	
Grade 5	N/A	18.75		N/A	62.50		N/A	18.75	
All Grades	N/A	29.79		N/A	55.32		N/A	14.89	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	N/A	35.29		N/A	61.76		N/A	2.94	
Grade 4	N/A	*		N/A	*		N/A	*	
Grade 5	N/A	12.50		N/A	75.00		N/A	12.50	
All Grades	N/A	21.28		N/A	65.96		N/A	12.77	

Conclusions based on this data:

1. Overall, students are performing slightly better in English Language Arts compared to Math as measured by CAASPP assessment data. 37.24% did not meet or nearly met standard in Math for the 2021-2022 school year (as measured by CAASPP) compared to 36.56% who did not meet or nearly met standard in ELA. This suggests that additional supports in Mathematics may be needed, especially at the current fifth grade level where that percentage is 50%.
2. Across all three categories within the CAASPP Mathematics assessment with data reported above, students in third grade had a significantly lower percentage of students who did not meet standard compared to fifth grade students. Conversations with colleagues within these grade levels may help determine the difference in student achievement. CAASPP data breakdown by skillset/topic is not displayed for fourth grade during the 2021-2022 school year since there were fewer than 30 students represented.
3. 11.7% of third and fifth grade students scored below standard for Concepts & Procedures on the Math CAASPP assessment in 2021-2022, 14.89% for Problem Solving & Modeling/Data Analysis, and 12.77% for Communicating Reasoning. This data would suggest that Farallone View students struggle the most with Problem Solving & Modeling/Data Analysis: Using appropriate tools and strategies to solve real world and mathematical problems. CAASPP data breakdown by skillset/topic is not displayed for fourth grade during the 2021-2022 school year since there were fewer than 30 students represented.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		6	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades										16	11	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	0.00	27.27		50.00	36.36		31.25	27.27		18.75	9.09		16	11	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	31.25	63.64		37.50	27.27		18.75	0.00		12.50	9.09		16	11	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	0.00	9.09		25.00	27.27		56.25	54.55		18.75	9.09		16	11	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	26.67	36.36		66.67	54.55		6.67	9.09		15	11	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	50.00	72.73		31.25	18.18		18.75	9.09		16	11	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	13.33	9.09		66.67	54.55		20.00	36.36		15	11	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	0.00	9.09		75.00	81.82		25.00	9.09		16	11	

Conclusions based on this data:

1. The percentage of students performing at Level 1 on the ELPAC assessment went from 18.75% in 2020-2021 to 9.09% in 2021-2022. This data shows growth for our "emerging" bilingual students. A similar trend is visible for our "expanding" bilingual students as the percentage of students performing at Level 4 on the ELPAC assessment went from 0.0% in 2020-2021 to 27.27% in 2021-2022. At the same time, the percentage of students performing at Level 2 on the ELPAC assessment went from 31.25% in 2020-2021 to 27.27% in 2021-2022. This suggests that additional supports may be needed for our "bridging" bilingual students.
2. ELPAC data breakdown by grade level is not displayed for the 2020-2021 or 2021-2022 school years since there were fewer than 30 English Learners enrolled at Farallone View. The overall 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.
3. Additional targeted supports in reading may be in order since the percentage of students in the "Beginning" range in Reading went from 20% in 2020-2021 to 36.36% in 2021-2022. This is a significant increase compared to all other subcategories of the ELPAC.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
169	**19.5**	**5.9**	**0.6**
Total Number of Students enrolled in Farallone View Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	10	5.9
Foster Youth	1	0.6
Homeless	2	1.2
Socioeconomically Disadvantaged	33	19.5
Students with Disabilities	8	4.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American		
American Indian		
Asian		
Filipino		
Hispanic	37	21.9
Two or More Races	21	12.4
Pacific Islander		
White	111	65.7

Conclusions based on this data:

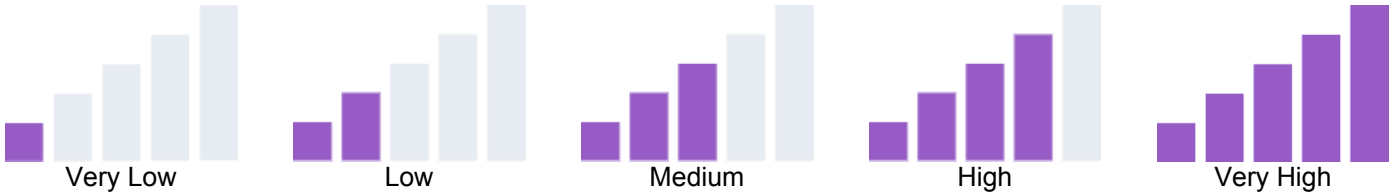
1. Our student population in 2021-2022 was comprised of three major ethnic groups: White (65.7%), Hispanic (21.9%), and students of two or more races (12.4%).
2. We have a low percentage of students with disabilities (4.7%), English Learners (5.9%), and students who are considered socioeconomically disadvantaged (19.5%). While these percentages are low, these students will most likely require additional support to ensure their academic success and social-emotional wellbeing on campus.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: High	Chronic Absenteeism: High	Suspension Rate: Low
Mathematics: High		
English Learner Progress: No Performance Level		

Conclusions based on this data:

1. Based on the 2022 Fall Dashboard Overall Performance for All Students, our overall suspension rate is ranked low (as it has been in previous years, as well). This may be a testament to our continued implementation and monitoring of Positive Behavioral Interventions and Supports (PBIS), training of our noon duty supervisors, as well as the addition of a lunch recess coordinator/supervisor on the playground.

2. Our academic performance ratings in English Language Arts and Math are high. We will continue to offer Tier I, II, and III supports to students via our Multi-Tiered Systems of Supports (MTSS) to maintain these high ratings.

3. There is still much work to be done in addressing the high rate of chronic absenteeism highlighted in our 2022 data.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	0	0	1	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
High	No Performance Level	
27.9 points above standard	81.3 points below standard	
91 Students	12 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	No Performance Level	No Performance Level
1 Student	24.3 points below standard	7 Students
	24 Students	

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Level 34.3 points below standard 22 Students	No Performance Level 10 Students		High 44.1 points above standard 60 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
6 Students	6 Students	40.0 points above standard 79 Students

Conclusions based on this data:

1. With the exception of our White students, each student subgroup identified above was performing, on average, below standard (as measured by the California Dashboard) for English Language Arts in the spring of 2022. Additional supports are needed for subgroups other than our White students.
2. Given the fact that our student enrollment is predominantly White, Hispanic, or students of two or more races, there was a glaring English Language Arts achievement gap between our Hispanic and White students as evidenced by the 2022 data above (White students scored 44.1 points above standard while Hispanic students scored 34.3 points below standard). We hope to address said gap during the coming school year through our continued implementation of new ELA curriculum as well as our targeted supports for our English Learners and Hispanic students. In addition, our district LCAP contains an equity theme across its goals.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathematics Equity Report				
Very Low	Low	Medium	High	Very High
0	0	0	1	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
High	No Performance Level	
15.3 points above standard	48.3 points below standard	
92 Students	12 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	No Performance Level	No Performance Level
1 Student	10.4 points below standard	7 Students
	25 Students	

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Level 21.9 points below standard 22 Students	No Performance Level 10 Students		 High 23.8 points above standard 60 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
6 Students	6 Students	20.7 points above standard 80 Students

Conclusions based on this data:

1. While the overall average for performance on the Mathematics portion of the CAASPP assessment was 15.3 points above standard, our English Learners scored 48.3 points below standard. This suggests that additional supports are needed for our English Learners in the area of Mathematics. Given the amount of word problems on the Math CAASPP, these supports may include the development of additional academic and content-related vocabulary in addition to basic calculation skills.
2. Given the fact that our student enrollment is predominantly White, Hispanic, or students of two or more races, there was a noteworthy Math achievement gap between our Hispanic and White students as evidenced by the 2022 data above (White students scored 23.8 points above standard while Hispanic students scored 21.9 points below standard). While this gap is not as We hope to address said gap during the coming school year through our continued implementation of new ELA curriculum as well as our targeted supports for our English Learners and Hispanic students. In addition, our district LCAP contains an equity theme across its goals.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Level

making progress towards English language proficiency

Number of EL Students: 10 Students

Performance Level: No 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.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
0.0%	0.0%	0.0%	0.0%

Conclusions based on this data:

1. Due to the low number of English Learners at our school, data breakdown is not available via CA Dashboard/CDE. However, English Learner progress is closely monitored and students are provided with several interventions in an effort to better support their English language development and acquisition.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

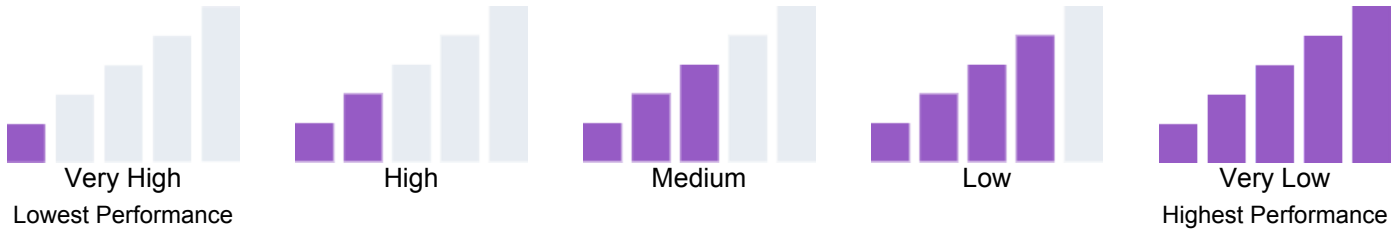
1. N/A
2. N/A
3. N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

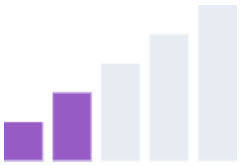
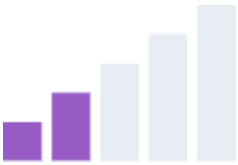


This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
0	3	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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
High	No Performance Level	No Performance Level
14.5% Chronically Absent	9.1% Chronically Absent	Less than 11 Students
172 Students	11 Students	1 Student
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	High	No Performance Level
Less than 11 Students	15% Chronically Absent	33.3% Chronically Absent
2 Students	40 Students	12 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 High 15.4% Chronically Absent 39 Students	No Performance Level 14.3% Chronically Absent 21 Students		 High 14.3% Chronically Absent 112 Students

Conclusions based on this data:

1. Our overall percentage of chronic absenteeism for the 2022-2023 school year was relatively high at 14.5%. This is consistent with high trends of chronic absenteeism across the state after the COVID-19 pandemic.
2. The rate of chronically absent students is high across the three major ethnic demographics was relatively consistent: 15.4% Hispanic, 14.3% Two or More Races, and 14.3% White. This suggests that there is much work to be done to keep these students engaged at school.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

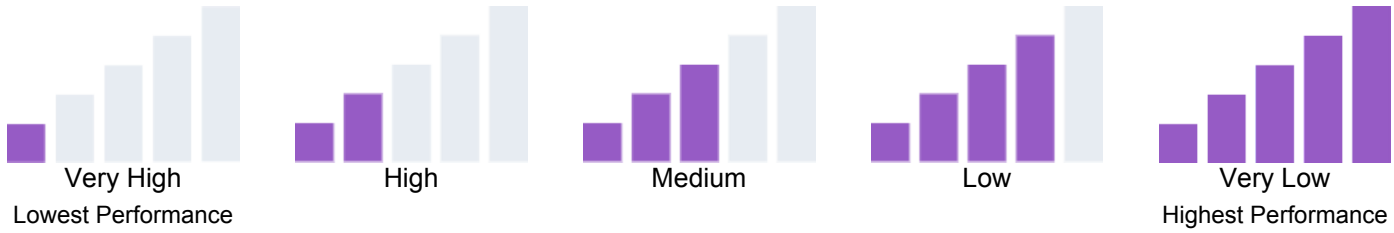
1. N/A
2. N/A
3. N/A

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	0	1	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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Low	No Performance Level	No Performance Level
0.6% suspended at least one day	0% suspended at least one day	Less than 11 Students
173 Students	11 Students	1 Student

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	No Performance Level
Less than 11 Students	0% suspended at least one day	0% suspended at least one day
2 Students	40 Students	12 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 0% suspended at least one day 39 Students	No Performance Level 0% suspended at least one day 21 Students		 Low 0.9% suspended at least one day 113 Students

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 5: 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.

Goal 1

By June 2024, the percentage of all students meeting or exceeding end-of-year grade level benchmark in reading in first through fifth grade, as measured by Fountas and Pinnell (F&P) or Literably, will increase by 4% from the baseline.

Identified Need

Based on CAASPP data (2022) 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	BASELINE = 66.9% (97 out of 145 students in first through fifth grades were reading at end-of-year grade level benchmark in Spring 2022.	K-C, 1st-I, 2nd -M, 3rd-P, 4th-T, 5th-W
Data Analysis (teachers and principal)	Each student-specific 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. 2024, and May 2024

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 host Family Engagement Nights in an effort to provide tools/strategies to parents that focus on structured literacy, reading, and/or Math 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)
250	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Hourly rate for 2 certificated staff members to lead 3 Family Engagement Nights
60	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Hourly rate for noon duty supervisor to provide childcare, if needed, during 3 Family Engagement Nights
690	LCFF - Supplemental 4000-4999: Books And Supplies Books and supplies needed for 3 Family Engagement Nights

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 weekly 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)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

During the 2022-2023 school year, teachers assessed students' reading levels through Fountas & Pinnell and/or Literably at least 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, enrichment clubs, etc. Students who completed the Lexia program moved on to Reading Plus to continue their online practice with reading fluency, comprehension, etc. School staff will have hosted two Family Engagement Nights this year (one for Math and for literacy). Additional Family Engagement Nights were provided at the district level.

As of May 2023, 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 2023; however, students have already demonstrated growth from Trimester 1 to Trimester 2 this school year. By Trimester 2 of the 2022-2023 school year, 34.1% of our students were reading at or above end-of-year grade level benchmark while 45.7% were reading at or above end-of-year grade level benchmark by Trimester 2.

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 SPSA were or will be implemented during the 2022-2023 school year. Fewer students utilized the Reading Plus program licenses we purchased, though.

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 fewer students engaging in the Reading Plus program after completing the Lexia online literacy program each year as well as the fact that this program does not serve our at-promise students and/or English Learners, it does not seem prudent to continue funding this program for so few students who are reading at or above grade level. Our school Leadership Team is in agreement with the decision to discontinue our Reading Plus contract for the coming school year.

We are also allotting additional funds as allocated through LCFF Supplemental Funds for at least one Family Engagement Night per trimester for the upcoming 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 2: 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 ally Disadvantaged.

Goal 2

By June 2024, we will increase the number of students able to be reclassified as Fluent English Proficient by 3% as measured by district reclassification criteria.

Identified Need

As measured by our 2022 ELPAC assessment data, most of our students' English proficiency is somewhat or moderately developed (Expanding stage, Levels 2-3 of the ELPAC assessment). Our goal is to provide students the English language skills necessary to arrive at the Bridging stage (Level 4 of the ELPAC assessment) before they move on to middle/intermediate school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District reclassification standards	BASELINE: 20% as measured 2021-2022 ACTUAL: 23% as measured 2022-2023	26% 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)

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.
2,360.40	General Fund 2000-2999: Classified Personnel Salaries 1 classified staff member supervising after-school reading enrichment club two 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)
784.40	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. 40-minute sessions for students in grades 2-3 and grades 4-5 (separate due to staggered dismissal time). 40 minutes of prep time each session.

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)
1,000	Other 5800: Professional/Consulting Services And Operating Expenditures Professional development registration fees.
1,512	Other 1000-1999: Certificated Personnel Salaries Substitute coverage to provide teachers time to participate in professional development off-site. Each classroom teacher will have one work day to select a professional development session of his/her/their choice. The expenditure covers the daily rate of pay for a certificated substitute per teacher.

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

For the after-school Art Enrichment Clubs during the 2022-2023 school year, there was an 86.2% average attendance rate for grade 1, 91% for grades 2-3, and 81.6% for grades 4-5. Survey data demonstrated a favorable outcome for the vast majority of participants (23 out of 28 liked the art sessions, 5 out of 28 sort of liked the art sessions, and 0 out of 28 disliked the art sessions). As of May 2023, the after-school Science Enrichment Club is still in session for grade 1. There was a 76.1% average attendance rate for grades 4-5 and 87.7% for grades 2-3 though, and survey data demonstrated a favorable outcome for the majority of participants in grades 4-5 (9 out of 12 liked the Science sessions, 3 out of 12 sort of liked the Science sessions, and 0 out of 12 disliked the Science sessions) as well as grades 2-3 (6 out of 12 liked the Science sessions, 6 out of 12 sort of liked the Science sessions, and 0 out of 12 disliked the Science sessions)

During the 2022-2023 school year, we relaunched after-school test preparation supports for select students. There was an 85.7% attendance rate for our Spring 2023 ELPAC test prep sessions. There was an 88.8% attendance rate for our Spring 2023 CAASPP test prep sessions among our

third grade students and a 64% attendance rate for our students in fourth and fifth grades. The difference between the attendance rates may be due to the fact that our third grade students have not yet experienced CAASPP and are anxious to learn about the test. Once the ELPAC and CAASPP assessments are administered and student scores are released, we will be able to gauge the effectiveness of these sessions.

Most of the strategies for Goal 2 were implemented as planned including providing short-term reading support 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 reclassification 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.

Due to our decreased enrollment as well as other factors, we did not have a designated Reading Intervention teacher during the 2022-2023 school year. This made it difficult to provide reading intervention support on a large scale, so we offered targeted support to a select group of priority students.

In spite of multiple efforts to offer collaboration meetings for teachers this year, these meetings were deemed unnecessary for various reasons.

It is difficult to determine if the Lexia skillbuilder lessons are being delivered by teachers at this time.

One of our professional development sessions with San Mateo County Office of Education was offered at no cost, so the funds were used to provide substitute teacher coverage for a few teachers to professional development off-site.

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 collaboration meetings have been removed from the SPSA strategies.

The total funds needed for the CAASPP & ELPAC test prep sessions were increased to provide additional hours of preparation time and to accommodate two test prep sessions (one for grades 2-3 and one for 4-5).

An after-school Reading Enrichment Club will be added twice a week. Select students from each grade level group (1, 2/3, 4/5) will participate in a ten-week Reading Club session during which they will practice phonics/phonemic awareness skills as well as apply those skills by reading and discussing books.

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

GOAL 3 (Student & Parent Engagement): 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.

Goal 3

By June 2023, Farallone View Elementary School will increase our family engagement by 5% 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.	Approx. 27% at most recent Family Math Night 2023 Approx. 97.6% attendance at Spring Conferences 2023	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	42% 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, email, phone, 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, reading, and/or 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)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

After 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. Thankfully, our parents have been able to return to campus as volunteers in classrooms and for special events sponsored by our Parent Teacher Organization (PTO).

This year, we have hosted DELAC meetings at the district level and discussed matters involving English Learners at our School Site Council meetings. The principal schedules communications regularly to keep parents informed of important events and information at school and across the district at large. We hosted an in-person Family Math Night for our school community in the Spring of 2023 with a rather high attendance rate. We will be hosting a Family Literacy Night in May 2023. A large portion of our students were present for the Family Math Night and we are hopeful that there will be a good turnout at the Family Literacy Night.

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

Several Family Engagement Nights were provided at the district level via Zoom this year in addition to the few Family Engagement Nights hosted in person at Farallone View this Spring.

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 coming school year (2023-2024), we will continue to implement the strategies/activities listed in our 2022-2023 SPSA under Goal 3. We will be adding additional Family Engagement Nights, as well.

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

GOAL 4 (Social-Emotional 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.

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

As of March 2023, 16% of our student population had been referred to and/or monitored by the COST team during the 2022-2023 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	16% of student population referred to and/or monitored by our COST team during the 2022-2023 school year	12% (or less) of student population referred to and/or monitored by our COST team during the 2023-2024 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 provide proactive supervision 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)
231.96	General Fund 2000-2999: Classified Personnel Salaries Two two-hour trainings (one before school starts and one after winter break). 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/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 any 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: 2022-23

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

ANALYSIS

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

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. As of March 2023, 16% of Farallone View students were referred to the COST Team. Additional Tier 1, 2, and 3 supports were offered to students during the 2021-2022 and 2022-2023 school years. 2021-2022 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. This increase in students identified as needing additional social-emotional supports corresponds with a national post-pandemic trend.

Most of the strategies in the 2021-2022 SPSA were implemented to varying degrees of success. We will continue to work with our Coordination of Services Team (COST) and other community stakeholders (including our Parent Teacher Organization) 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 reinstated during the 2022-2023 school year for one specific student in need of that specific type of intervention. It had not been in place since 2019 due to other interventions and accommodations in place for students who may have qualified for the CICO program as well as due to a larger focus on reopening schools after the COVID-19 pandemic.

Our Positive Behavioral Interventions and Supports (PBIS) Team is in the process of clarifying school-wide expectations for student behavior and revising our PBIS Handbook. Once this work is complete, we will be better able to provide assemblies and PBIS booster lessons to reteach behavior expectations and provide positive reinforcement for those who meet these behavior expectations.

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 percentage of students identified via our Coordination of Services Team (COST) was updated to reflect the current percentage of students referred to and/or being monitored by the COST team this year. Also, another two-hour training was added for our noon-duty supervisors.

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	$11,329.36

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	$7,817.36
LCFF - Supplemental	$1,000.00
Other	$2,512.00

Subtotal of state or local funds included for this school: $11,329.36

Total of federal, state, and/or local funds for this school: $11,329.36

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	2,322.64

Expenditures by Funding Source

Funding Source	Amount
General Fund	7,817.36
LCFF - Supplemental	1,000.00
Other	2,512.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	2,546.40
2000-2999: Classified Personnel Salaries	6,192.96
4000-4999: Books And Supplies	1,590.00
5800: Professional/Consulting Services And Operating Expenditures	1,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	General Fund	784.40
2000-2999: Classified Personnel Salaries	General Fund	6,132.96
4000-4999: Books And Supplies	General Fund	900.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	250.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	60.00
4000-4999: Books And Supplies	LCFF - Supplemental	690.00

1000-1999: Certificated Personnel Salaries	Other	1,512.00
5800: Professional/Consulting Services And Operating Expenditures	Other	1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,000.00
Goal 2	9,197.40
Goal 4	1,131.96

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
Beckinam Nowatzke	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 3/23/23.

Attested:

	Principal, Ms. Amy McVicker on 5/17/2023
	SSC Chairperson, Ms. Sara Neale on 5/17/2023

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

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

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/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: **2023-24**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Kings Mountain Elementary School	41688906043657	May 16, 2023	June 8, 2023

Purpose and Description

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

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.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

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.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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 by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%		0	0
African American	%	%	3.77%		0	2
Asian	3.5%	3.45%	1.89%	2	2	1
Filipino	%	%	0%		0	0
Hispanic/Latino	14.0%	20.69%	16.98%	8	12	9
Pacific Islander	%	%	0%		0	0
White	71.9%	67.24%	69.81%	41	39	37
Multiple/No Response	10.5%	8.62%	7.55%	6	5	4
			Total Enrollment	57	58	53

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	12	14	10
Grade 1	4	6	11
Grade 2	11	3	5
Grade3	10	11	5
Grade 4	11	12	10
Grade 5	9	12	12
Total Enrollment	57	58	53

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		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	0	3	2	0.0%	5.2%	3.8%
Fluent English Proficient (FEP)	1	3	2	1.8%	5.2%	3.8%
Reclassified Fluent English Proficient (RFEP)	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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12			12			12			100.0	
Grade 4		12			12			12			100.0	
Grade 5		12			10			10			83.3	
All Grades		36			34			34			94.4	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2482.			50.00			41.67			0.00			8.33	
Grade 4		2543.			58.33			25.00			16.67			0.00	
Grade 5		*			*			*			*			*	
All Grades	N/A	N/A	N/A		47.06			32.35			5.88			14.71	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
All Grades		41.18			52.94			5.88	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
All Grades		26.47			61.76			11.76	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
All Grades		17.65			82.35			0.00	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
All Grades		32.35			55.88			11.76	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12			12			12			100.0	
Grade 4		12			12			12			100.0	
Grade 5		12			11			11			91.7	
All Grades		36			35			35			97.2	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2469.			25.00			25.00			41.67			8.33	
Grade 4		2549.			66.67			8.33			25.00			0.00	
Grade 5		2527.			27.27			9.09			45.45			18.18	
All Grades	N/A	N/A	N/A		40.00			14.29			37.14			8.57	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
All Grades		48.57			37.14			14.29	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
All Grades		40.00			51.43			8.57	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
All Grades		31.43			57.14			11.43	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades											*	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades		*			*			*			*			*	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades		*			*			*			*			*	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades		*			*			*			*			*	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades		*			*			*			*	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades		*			*			*			*	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades		*			*			*			*	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades		*			*			*			*	

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

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
58	**13.8**	**5.2**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Kings Mountain Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	3	5.2
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	8	13.8
Students with Disabilities	5	8.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American		
American Indian		
Asian	2	3.4
Filipino		
Hispanic	12	20.7
Two or More Races	5	8.6
Pacific Islander		
White	39	67.2

Conclusions based on this data:

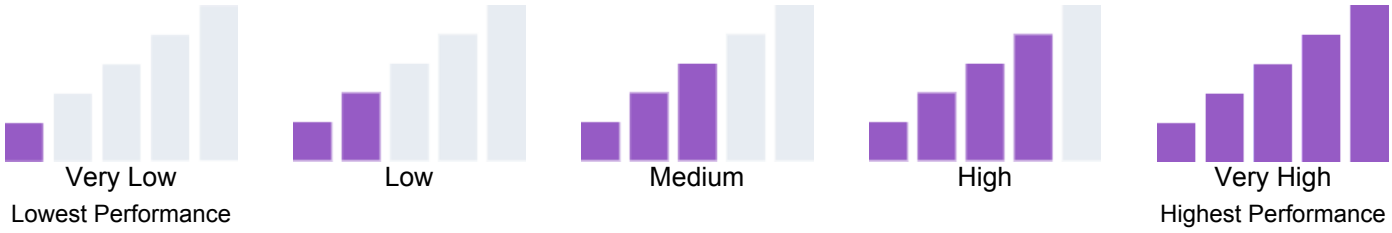
1. in 2020-21, Kings Mountain did not have any English Language Learners.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Very High	Chronic Absenteeism: High	Suspension Rate: Very Low
Mathematics: Very High		
English Learner Progress: No Performance Level		

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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students



Very High
45.5 points above standard
34 Students

English Learners

No Performance Level
4 Students

Foster Youth

Homeless

Socioeconomically Disadvantaged



No Performance Level
7 Students

Students with Disabilities



No Performance Level
5 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
		 No Performance Level 2 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 No Performance Level 7 Students	 No Performance Level 4 Students		 No Performance Level 54.0 points above standard 22 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
3 Students	1 Student	54.4 points above standard 28 Students

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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathematics Equity Report

Very Low	Low	Medium	High	Very High
0	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very High 36.2 points above standard 34 Students	No Performance Level 4 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	No Performance Level 7 Students	No Performance Level 5 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
		No Performance Level 2 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Level 7 Students	No Performance Level 4 Students		No Performance Level 32.1 points above standard 22 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
3 Students	1 Student	47.1 points above standard 28 Students

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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Level

making progress towards English language proficiency

Number of EL Students: 3 Students

Performance Level: No 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.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
0.0%	0.0%	0.0%	0.0%

Conclusions based on this data:

1. 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 Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. Not applicable

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High	High	Medium	Low	Very Low
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.

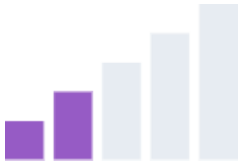
2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
High 16.4% Chronically Absent 61 Students	No Performance Level Less than 11 Students 3 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	No Performance Level Less than 11 Students 10 Students	No Performance Level Less than 11 Students 6 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
		No Performance Level Less than 11 Students 2 Students	

Hispanic	Two or More Races	Pacific Islander	White
No Performance Level 33.3% Chronically Absent 12 Students	No Performance Level Less than 11 Students 6 Students		 High 14.6% Chronically Absent 41 Students

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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1. Not applicable

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



Very High
Lowest Performance

High

Medium

Low

Very Low
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students



Very Low
0% suspended at least one day
65 Students

English Learners

No Performance Level
Less than 11 Students
4 Students

Foster Youth

Homeless

Socioeconomically Disadvantaged



No Performance Level
0% suspended at least one day
11 Students

Students with Disabilities



No Performance Level
Less than 11 Students
6 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level Less than 11 Students 2 Students		No Performance Level Less than 11 Students 2 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Level 0% suspended at least one day 13 Students	No Performance Level Less than 11 Students 6 Students		Very Low 0% suspended at least one day 42 Students

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-1) 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 and Literably Reading Assessment	Reading Assessment data indicates 63% meets benchmark, 18% are approaching benchmark and 29% do not meet benchmark.	Increase the number of students meeting or exceeding grade level reading standards to 90% of students in grade K through 5th.
CAASPP, California Assessment of Student Performance and Progress, in ELA for grades 3rd through 5th.	79% of students' scores on the 2022 CAASPP ELA Overall Achievement Met or Exceeded Standard. 6% of students' scores on the 2022 CAASPP ELA Overall Achievement Nearly Met Standard.	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 at or 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 with staff.

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

Amount(s) 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 - Fundations - Benchmark Advance

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: 2022-23

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

ANALYSIS

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

Students used the adopted Benchmark curriculum in grades K-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.

There were no major differences between the intended implementation and/or budgeted expenditures.

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

Kings Mountain will implement additional supplemental materials as needed 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 demands of Middle School by the end of fifth grade as measured by Fountas and Pinnell/Literably (K-2) and the California Assessment of Students Progress and Performance (3-5) and informal teacher assessment.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Informal assessment by teacher and Site Coordinator	Students will have the social emotional skills to meet the demands of Middle School. 85% of current fifth graders meet this goal.	90% of 5th grade students will have the social emotional skills to meet the demands of Middle School.
Grades 3-5-2021-2022 State (CAASPP)	79% of students met benchmark in ELA on 2021-22 CAASPP	An increase to 83% meet or exceed benchmark in ELA on CAASPP
Grades 3-5-2021-2022 State (CAASPP)	54% of students met or exceeded Spring 2021-22 Math CAASPP Assessments	An increase to 70% meet or exceed benchmark as measured by CAASPP
K-2 Fountas and Pinnell/Literably		

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, Lunch Buddies, and Student Seeing Students (compliments).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

We received 2021-22 CAASPP results.

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

No major changes.

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

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
Family participation at school-based Events	89% family and community participation at 2022-23 Stone Soup event and 46% at Music for Minors Demo lesson/school events.	Achieve 90% family participation at 2023-24 school events.
Family Engagement Survey - Family Engagement	11 2023 Panorama Surveys were submitted	Achieve 20 families completed Family Engagement Surveys
Cookie Bake/Art Fair weekend	35 of 41 families involved in Cookie Bake/Art Fair weekend	40 families involved.
Alumni participation	30% of Alumni participation at Cookie Bake.	Active alumni participation in 3 events/volunteer opportunities.
Family volunteers	33% family volunteers for Art, chaperoning field trips and cooking.	50% of family volunteers.

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 information with Google Group and the website.

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

Host four family engagement 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)
200.00	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)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Monthly newsletters continued, Back to School night was held as well Open House.

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

No major differences.

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 major 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

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 2023 If you are feeling uncomfortable with a classmate or someone else, do you know who to talk to? Name 3 people. 94% yes, 2% sometimes and 4% no. 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. 72% yes - 18% sometimes, 8% no Do kids at KMES know the rules of the classroom? 72% yes, 18% sometimes, 8% no. The playground? 74% yes, 16% sometimes, 8% no. How do you feel a broken rule is handled by staff? 82%-well,	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? How do you feel a broken rule is handled by staff?

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	12% sometimes and 2%-need to be stricter Do you feel welcome in joining other kids' games? Give an example. 82% yes, 16% sometimes and 6% no.	
2021 Survey Students: Climate, Belonging, Safety	School Climate: positive	Increase feeling welcome in joining other kids' games to above 90%.

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: 2022-23

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

ANALYSIS

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

Spent a lot of time working on PBIS matrix, strategies and students are creating schoolwide movies to train others.

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

No major differences.

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 2023.

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	$1,581.20

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	$581.20
Other	$1,000.00

Subtotal of state or local funds included for this school: $1,581.20

Total of federal, state, and/or local funds for this school: $1,581.20

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	581.20
Other	1,000.00

Expenditures by Budget Reference

Budget Reference	Amount
4000-4999: Books And Supplies	200.00
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	200.00
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	200.00
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.

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

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

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/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: **2023-24**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
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. In the 2022/23 Academic School year, Cunha Intermediate School was identified for Targeted support and improvement (ATSI). This means that based on data from the 2022 California School Dashboard, the Students with Disabilities group was in the very low-status level for both ELA and Mathematics and very high for Chronic Absenteeism in the state indicators. Our Site SPSA plan will address ways to improve our school and student outcomes for the Students with Disabilities group in particular, based on doing a needs assessment and identifying resource inequities.

The Cunha SPSA goals for 2023-2024 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 a curriculum that prepares them to be college or career ready.
Priority 4: Pupil Achievement Priority
Priority 7: Course Access
Priority 8: Other Pupil Outcomes

Goal 2: Increase resources, programs, and supports for students with disabilities, as part of ATSI status for Cunha, to increase test scores for ELA and Math, as well as, reduce absenteeism

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: Implementation of academic content and performance standards adopted by SBE
Priority 4: Pupil Achievement Priority
Priority 5: Pupil Engagement

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 and family 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
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
Priority 6: School Climate

Goal 5: Improve Chronic Absenteeism for All Students

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 we 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

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

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. 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.

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)

For the 2023-24 school year, 100% of Cunha teachers are appropriately assigned and credentialed.

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 with our agreed-upon areas of focus, which are: increased support for English Learners and Special Education students; early identification of and deeper support for At-Promise students, behavioral support to improve school climate, and social-emotional support for students. To ensure our teachers are prepared to do the work, some staff have attended training for Where Everybody Belongs (WEB), training for Restorative Justice, Amplify Science training, and McGraw Hill Math 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 2023-24 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 McGraw Hill Math; 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 meets California's annual instructional minutes' requirement for middle schools and special populations. For example, English Learners are enrolled in two English courses for a total of 100 minutes and students struggling in mathematics can be enrolled in two periods of math for 100 minutes.

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 adoption of a new Math curriculum, Reading Intervention classes, ELD Master Plan, Learning Ally, Touch Math, Delta Math, Desmos, and ALEKS.

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, pays for teacher professional development, student recognition assemblies, Challenge Day, WEB program and ELAC parent nights.

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, 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.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Site Council is an active planning partner in the development of the SPSA plan along with our ELAC Committee. Teachers and Certificated staff are also engaged during the development of the SPSA.The plan was voted on by the Council and passed on May 2023.

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.

In the 2022/23 Academic School year, Cunha intermediate School was identified for Targeted support and improvement (ATSI). This means that based on data from the 2022 California School Dashboard, Students with Disabilities group was in the very low status level for both ELA and Mathematics and very high for Chronic Absenteeism in the state indicators. Our Site SPSA plan will address ways to improve our school and student outcomes for Students with Disabilities group in particular, based on doing a needs assessment and identifying resource inequities.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%		0	0
African American	0.7%	0.62%	0.68%	5	4	4
Asian	1.6%	1.87%	1.2%	11	12	7
Filipino	0.7%	0.94%	1.03%	5	6	6
Hispanic/Latino	51.6%	53.82%	54.97%	348	345	321
Pacific Islander	%	%	0%		0	0
White	40.0%	37.91%	38.53%	270	243	225
Multiple/No Response	5.3%	4.68%	3.25%	36	30	19
			Total Enrollment	675	641	584

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	212	193	194
Grade 7	240	206	187
Grade 8	223	242	202
Total Enrollment	675	641	583

Conclusions based on this data:

1. Cunha Intermediate was facing declining enrollment already, and following the pandemic, our projected enrollment for 2022-23 is 194 for grade 6, 187 for grade 7, and 202 for grade 8, for a total of 583. Based on our elementary class sizes for 2022-23, we anticipate a decrease in enrollment by 20-25 students for 2023-24.
2. Our largest subgroup by ethnicity continues to be our Hispanic/Latino subgroup, at about 54.97%
3. If enrollment continues to decline our programs will be affected.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	126	125	90	18.7%	19.5%	15.4%
Fluent English Proficient (FEP)	152	154	180	22.5%	24.0%	30.8%
Reclassified Fluent English Proficient (RFEP)	13	29	41	10.3%	23%	45.5%

Conclusions based on this data:

1. Reclassification percentage from 2020-21 to 2020-23

   2020-21: 10.3%
   2021-22: 23.0%
   2022-23: 45.5%

   The percent reclassified went up in 2022-23 from 23% to 45.5% due to an intense focus on English Learners gaining proficiency.

2. The creation of the Dean position and a dedicated Teacher on Special Assignment for English Learners has dramatically increased reclassification.

3. The percentage of EL students has decrease as a result of lower student 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		193			187			187			96.9	
Grade 7		203			190			190			93.6	
Grade 8		238			219			219			92.0	
All Grades		634			596			596			94.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2500.			11.76			27.27			26.74			34.22	
Grade 7		2540.			12.63			33.68			30.53			23.16	
Grade 8		2529.			11.42			29.22			24.66			34.70	
All Grades	N/A	N/A	N/A		11.91			30.03			27.18			30.87	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		17.65			52.41			29.95	
Grade 7		11.05			69.47			19.47	
Grade 8		12.79			57.08			30.14	
All Grades		13.76			59.56			26.68	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		11.76			48.13			40.11	
Grade 7		15.79			58.95			25.26	
Grade 8		12.79			50.68			36.53	
All Grades		13.42			52.52			34.06	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		14.44			64.71			20.86	
Grade 7		10.00			76.84			13.16	
Grade 8		10.50			72.15			17.35	
All Grades		11.58			71.31			17.11	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		12.30			70.05			17.65	
Grade 7		17.37			71.05			11.58	
Grade 8		10.05			66.67			23.29	
All Grades		13.09			69.13			17.79	

Conclusions based on this data:

1. In 2021-22, for overall ELA achievement of all students, 39.03% of 6th graders, 46.31% of 7th graders, and 40.64% of 8th graders met or exceeded standards.
2. The trend seems to indicate that percentages in 7th-grade academic achievement increase due to interventions during and after school.
3. Based on the data, writing has been identified as an area of need schoolwide. 13.42% of students are above standards and 52.52% of students are at or near standards.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		193			187			187			96.9	
Grade 7		203			190			190			93.6	
Grade 8		238			218			218			91.6	
All Grades		634			595			595			93.8	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2480.			9.63			15.51			28.34			46.52	
Grade 7		2501.			8.95			20.00			26.84			44.21	
Grade 8		2482.			5.05			13.76			25.69			55.50	
All Grades	N/A	N/A	N/A		7.73			16.30			26.89			49.08	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		7.49			40.64			51.87	
Grade 7		10.00			47.89			42.11	
Grade 8		5.07			48.39			46.54	
All Grades		7.41			45.79			46.80	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		6.42			54.01			39.57	
Grade 7		11.58			60.00			28.42	
Grade 8		6.42			56.42			37.16	
All Grades		8.07			56.81			35.13	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		8.02			63.64			28.34	
Grade 7		7.37			65.26			27.37	
Grade 8		5.50			61.47			33.03	
All Grades		6.89			63.36			29.75	

Conclusions based on this data:

1. In 2021-22, for overall achievement in Math of all students, 25.14% of 6th graders, 28.95% of 7th graders, and 18.81% of 8th graders met or exceeded standards.
2. The percentage of 7th graders is higher than all other groups at 28.95%. There is a downward trend for the 8th graders based on the data.
3. Based on the data, we must increase math academic achievement throughout all grade levels. In particular, the students at Cunha are struggling with applying mathematic concepts and procedures.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	1535.6	1539.8		1537.3	1554.0		1533.4	1525.2		52	44	
7	1515.0	1547.1		1521.9	1545.3		1507.6	1548.6		35	39	
8	1561.8	1551.4		1560.9	1560.5		1562.2	1542.0		19	22	
All Grades										106	105	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	27.45	25.00		45.10	40.91		17.65	20.45		9.80	13.64		51	44	
7	22.86	33.33		42.86	41.03		14.29	15.38		20.00	10.26		35	39	
8	31.58	22.73		47.37	40.91		10.53	27.27		10.53	9.09		19	22	
All Grades	26.67	27.62		44.76	40.95		15.24	20.00		13.33	11.43		105	105	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	45.10	52.27		41.18	34.09		5.88	9.09		7.84	4.55		51	44	
7	48.57	51.28		28.57	28.21		5.71	10.26		17.14	10.26		35	39	
8	52.63	40.91		31.58	45.45		10.53	4.55		5.26	9.09		19	22	
All Grades	47.62	49.52		35.24	34.29		6.67	8.57		10.48	7.62		105	105	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	13.73	0.00		33.33	22.73		33.33	59.09		19.61	18.18		51	44	
7	5.71	20.51		25.71	17.95		42.86	46.15		25.71	15.38		35	39	
8	15.79	9.09		31.58	22.73		36.84	59.09		15.79	9.09		19	22	
All Grades	11.43	9.52		30.48	20.95		37.14	54.29		20.95	15.24		105	105	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	23.53	15.91		62.75	72.73		13.73	11.36		51	44	
7	17.14	2.56		62.86	79.49		20.00	17.95		35	39	
8	5.26	9.09		89.47	77.27		5.26	13.64		19	22	
All Grades	18.10	9.52		67.62	76.19		14.29	14.29		105	105	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	74.51	63.64		21.57	29.55		3.92	6.82		51	44	
7	74.29	74.36		8.57	15.38		17.14	10.26		35	39	
8	78.95	68.18		15.79	22.73		5.26	9.09		19	22	
All Grades	75.24	68.57		16.19	22.86		8.57	8.57		105	105	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	21.57	6.82		45.10	47.73		33.33	45.45		51	44	
7	20.00	17.95		28.57	43.59		51.43	38.46		35	39	
8	26.32	13.64		42.11	27.27		31.58	59.09		19	22	
All Grades	21.90	12.38		39.05	41.90		39.05	45.71		105	105	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	15.69	4.55		80.39	90.91		3.92	4.55		51	44	
7	5.71	25.64		77.14	64.10		17.14	10.26		35	39	
8	0.00	9.09		94.44	81.82		5.56	9.09		18	22	
All Grades	9.62	13.33		81.73	79.05		8.65	7.62		104	105	

Conclusions based on this data:

1. Mean Scale Scores for All Students have been increasing with the exception of the 8th grade which as shown a slight decline. Our level 3 is 44.76% which is a positive trend moving towards level 4 and eventually reclassification.
2. Based on the data, the writing domain is an area of growth for Cunha students. 6th grade 4.55%, 7th grade 25.64%, and 8th grade 9.04% scored in the domain Well Developed.
3. In the Writing domain, we see a decrease in the Well Developed level.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
641	**46.6**	**19.5**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Manuel F. Cunha Intermediate.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	125	19.5
Foster Youth		
Homeless	14	2.2
Socioeconomically Disadvantaged	299	46.6
Students with Disabilities	92	14.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	0.6
American Indian		
Asian	12	1.9
Filipino	6	0.9
Hispanic	345	53.8
Two or More Races	30	4.7
Pacific Islander		
White	243	37.9

Conclusions based on this data:

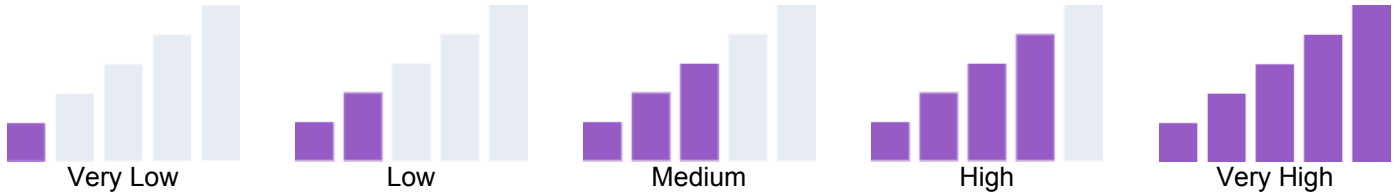
1. 46.6 % of our students are Socioeconomically Disadvantaged, a slight increase from 43.9% in the previous year
2. Our student population identified as English Learners has increased from 18.7% to 19.5%, while our Hispanic population is the largest ethnic group at 53.8%%.
3. Our population of students with disabilities is at 14.4%, a slight increase from 14.1%.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Low	Chronic Absenteeism: Very High	Suspension Rate: Medium
Mathematics: Low		
English Learner Progress: Low		

Conclusions based on this data:

1. Our dashboard shows that our academic data is low for ELA, Math, and English Learner Progress. Cunha also has very high Chronic Absenteeism (24.4% of students were considered chronically absent).
2. Our suspension rate is medium as 4.6% of students have been suspended for at least one day. We have been addressing student behavior with PBIS, Restorative Circles, and Parent Meetings.

3. Based on the data, Chronic Absenteeism must be a focus for improvement in 2023-24.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

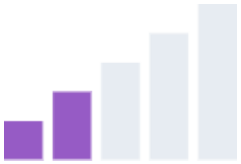
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
2	2	0	1	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Very Low	
25.7 points below standard	89.9 points below standard	
588 Students	206 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
89.7 points below standard	66.8 points below standard	131.1 points below standard
13 Students	278 Students	87 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 4 Students		No Performance Level 57.4 points above standard 11 Students	No Performance Level 6 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 62.5 points below standard 316 Students	No Performance Level 28.5 points above standard 26 Students		 High 14.8 points above standard 226 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
112.2 points below standard 96 Students	74.0 points below standard 112 Students	11.4 points above standard 331 Students

Conclusions based on this data:

1. English Learners (89.9 point below standard) and Students with Disabilities (131.1 points below standard) scored very low in English Language Arts. Additionally, the Socioeconomically Disadvantaged (66.8 points below standard) students scored very low in ELA. Our white population was 14.8 points above standard which is considered high.
2. Currently, we are in ATSI for Chronic Absenteeism and CAASPP scores for Students with Disabilities in both ELA and Math.
3. Based on the data, the focus will be English Learners, Students with Disabilities, and Chronic Absenteeism.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

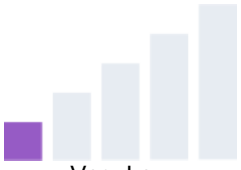
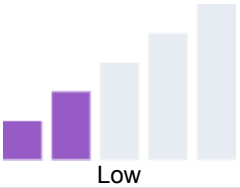
2022 Fall Dashboard Mathematics Equity Report				
Very Low	Low	Medium	High	Very High
4	1	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Very Low	
80.6 points below standard	136.3 points below standard	
587 Students	206 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Very Low
120.7 points below standard	120.8 points below standard	177.0 points below standard
13 Students	277 Students	88 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 4 Students		No Performance Level 26.5 points above standard 11 Students	No Performance Level 6 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 119.1 points below standard 315 Students	 No Performance Level 24.1 points below standard 26 Students		 Low 40.5 points below standard 227 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
153.6 points below standard 97 Students	123.1 points below standard 111 Students	45.4 points below standard 331 Students

Conclusions based on this data:

1. English Learners (136.3 points below standard) and Students with Disabilities (177.0 points below standard) scored very low in English Language Arts. Additionally, the Socioeconomically Disadvantaged (120.8 points below standard) students scored very low in Mathematics. Our white population was 40.5 points below standard.
2. Currently, we are in ATSI for Chronic Absenteeism and CAASPP scores for Students with Disabilities in both ELA and Math.
3. Based on the data, the focus will be English Learners, Students with Disabilities, and Chronic Absenteeism.

School and Student Performance Data

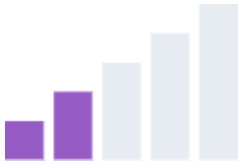
Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress



Low

56.1 making progress towards English language proficiency

Number of EL Students: 98 Students

Performance Level: 2

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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
17.3%	26.5%	2.0%	54.1%

Conclusions based on this data:

1. There is a strong trend towards progress, with 54.1% of English Learners progressing at least one ELPI level.
2. Based on the data, 56.1 percent of English Learners are making progress toward English language proficiency.
3. Based on the data, 17.3% of English Learners decrease one level.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

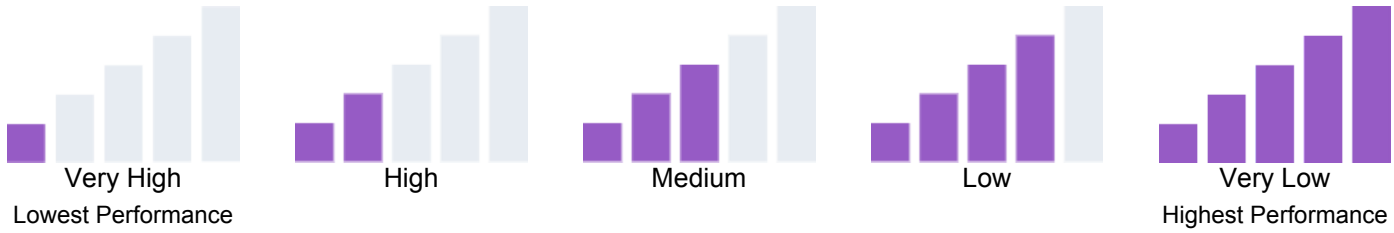
1. Not Applicable

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
4	2	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.

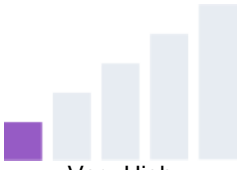
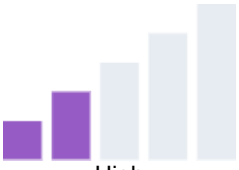
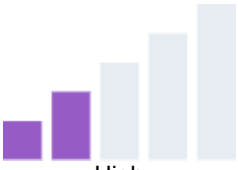
2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	Very High	
22.4% Chronically Absent	27% Chronically Absent	
651 Students	148 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
35.7% Chronically Absent	24% Chronically Absent	41% Chronically Absent
14 Students	304 Students	100 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level		No Performance Level	No Performance Level
Less than 11 Students		0% Chronically Absent	Less than 11 Students
4 Students		12 Students	6 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Very High	High		High
26% Chronically Absent	15.6% Chronically Absent		19.8% Chronically Absent
350 Students	32 Students		247 Students

Conclusions based on this data:

1. Students with Disabilities have the highest percentage of chronic absences at 41%.
2. Based on the data, English Learners (27%) and Socioeconomically Disadvantages students (24%), and Students with Disabilities (41%) are exhibiting chronic absenteeism.
3. The data indicates that the whole school is struggling with chronic absenteeism.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1. Not Applicable

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	2	4	0	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.

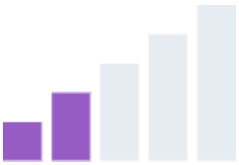
2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Medium	
4.6% suspended at least one day	5.4% suspended at least one day	
656 Students	149 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Medium	High
0% suspended at least one day	6.2% suspended at least one day	10% suspended at least one day
14 Students	305 Students	100 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level		No Performance Level	No Performance Level
Less than 11 Students		0% suspended at least one day	Less than 11 Students
4 Students		12 Students	6 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Medium	High		Medium
5.4% suspended at least one day	9.4% suspended at least one day		2.8% suspended at least one day
353 Students	32 Students		249 Students

Conclusions based on this data:

1. The suspension rate for all students was 4.6% suspended for at least one day. The suspension rate for students with disabilities was 10% suspended for at least one day.
2. The highest suspension rates were for Students with Disabilities (10%) and Students of Two or More Races (9.4%)
3. The Hispanic subgroup suspension rate decreased from 7.6% to 5.4%.

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 Socioeconomically Disadvantaged 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 English Learners, and Socioeconomically Disadvantaged students by continuing to make progress on reclassification, and targeted academic interventions in English Language Arts.

Identified Need

English Learners (89.9 point below standard) and Socioeconomically Disadvantaged (66.8 points below standard) students scored very low in ELA. These student groups need intensive support with English Language and Math Development

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification of students	The percent reclassified went up in 2022-23 from 23% to 45.5% due to an intense focus on English Learners gaining proficiency.	Reclassification percentage from 2020-21 to 2020-23 2020-21: 10.3% 2021-22: 23.0% 2022-23: 45.5% With the ELPAC 4 requirement for reclassification, the expected outcome is 5% for 2023-24
Increase in ELA and Math CAASPP scores for EL students	In 2021-2022, English Learners were 89.9 points below standard in ELA, and 136.3 points below standard in Math.	English Learners will increase by 10 points toward the standard in both ELA and Math for the 2022-23 CAASP.
Increase in ELA and Math CAASPP scores for Socioeconomically Disadvantaged Students	In 2021-22, Socioeconomically Disadvantaged students were 66.8 points below standards in ELA and 120.8 points below standard in Math.	Socioeconomically Disadvantages students will increase by 10 points toward the standard in both ELA and Math for the 2022-23 CAASP.

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

Supplementary ELD Curriculum and Materials, including iReady and Rosetta Stone to improve language acquisition.

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)
1950	Title I 4000-4999: Books And Supplies Renewal of I-Ready and Rosetta Stone online curriculums

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 Socioeconomically Disadvantaged Students

Strategy/Activity

Provide an Academic/Restorative Practices Dean to assist the specific student groups above. The Academic/Restorative Practices Dean will assist in the development, implementation, and evaluation of intervention programs that address the needs of the specific student groups identified above. The Dean develops and codifies the school's 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 English Learners, Students with Disabilities, and Socioeconomically Disadvantaged Students. Additionally, the Dean develops and codifies the school's process and procedures that are to be followed in order to help these students succeed.

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)

1950	Title I 5800: Professional/Consulting Services And Operating Expenditures Support the Academic Dean position for academic support and reclassification

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

Provide an ELD Teacher on Special Assignment (TOSA), to push into classes, work with students individually and in small groups to 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)
1950	Title I 5800: Professional/Consulting Services And Operating Expenditures Professional Development/Co-teaching and planning

Strategy/Activity 4

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

Strategy/Activity

Provide supplementary materials and analytical tools for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged 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)
1950	Title I 4000-4999: Books And Supplies Purchase analytical tools and supplementary materials to help EL students learn the academic language requirements necessary for success in math. Supplemental Math materials for Students with Disabilities, and

	Socioeconomically Disadvantaged Students specific to Math such as manipulatives, Desmos, Delta Math, and ALEKS.

Strategy/Activity 5

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

Strategy/Activity

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

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Based on the analysis of the data, students' data from before 2021-2022 is not available due to COVID. Currently, In 2021-2022, English Learners were 89.9 points below standard in ELA, and 136.3 points below standard in Math. In 2021-22, Students with Disabilities were 131.1 points below standard in ELA, and 177.0 points below standard in Math. In 2021-22, Socioeconomically Disadvantaged students were 66.8 points below standards in ELA and 120.8 points below standard in Math. The percentage of reclassified English Learners went up in 2022-23 from 23% to 45.5% due to an intense focus on English Learners gaining proficiency.

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 have seen increases in the identified subgroups with local data in ELA. This year a new Math curriculum has been adopted for the 2023-24 school year which is McGraw Hill.

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 are continuing to have a TOSA for ELD which has proven very effective for reclassification. School-wide strategies have been narrowed and focused to target specific subgroups with goals based on improvement of the CAASPP scores.

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

Cunha is in ATSI status for CAASPP scores for Math and ELA in the subgroup of students with disabilities. We must increase ELA and Math CAASPP scores for students with disabilities to ensure college and career readiness.

Identified Need

Students with Disabilities are well below standards in both ELA and Mathematics and need additional interventions and resources.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA CAASP for Students with Disabilities	In 2021-22, Students with Disabilities were131.1 points below standard in ELA,	Students with Disabilities will increase by 10 points toward the standard in both ELA for the 2022-23 CAASP.
Math CAASPP for Students with Disabilities	In 2021-22, Students with Disabilities and 177.0 points below standard in Math.	Students with Disabilities will increase by 10 points toward the standard in both Math for the 2022-23 CAASP.

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 6

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.

READING

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.

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.

MATH

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.

McGraw Hill Math: Interactive online adaptive Math curriculum

Number World: Math program to bridge student skills for those Students with Disabilities who are 3-5 grade levels behind. This will be used for SDC and RSP students in need of intense intervention.

Desmos: Online graphing program to visually explain linear equations.

DeltaMath: Online program for benchmark testing.

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)
3200	Professional Development Block Grant 5800: Professional/Consulting Services And Operating Expenditures Math and ELA professional development for Educational Specialists

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

During 2022-23, ALEKS, Just Words, Delta Math, and Learning Ally were 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 in 2021-22 but were discontinued due to budget constraints in 2022-23. During 2022-23, a targeted Math push in program was implemented for one period per day (period 5). Additionally, homework and Math help was offered on Tuesdays afterschool throughout the year. Hopefully, these interventions will be 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.

We have adopted a new Math curriculum which is identified above in Goal 2, strategy 2. This curriculum will better address the needs of Students with Disabilities for Math. In ELA we will continue using Just Words and Learning Ally to improve academic achievement in this area.

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 Socioeconomically Disadvantaged and Latinx 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 socioeconomically disadvantaged and Latinx students by increasing parent communication and engagement

Identified Need

Cunha Intermediate and the Cabrillo Unified School District must increase communication with the Latinx community and Socioeconomically Disadvantaged students to increase student performance and parent involvement.

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.	Continue Spanish language sessions for Back to School Night and 5th Grade Parents Night to increase parent involvement.
Conferences redesigned to focus on at-promise students	Conferences were set up for at-promise students and families.	Continue conferences set up for at-promise students and families.
ELAC representation on the Parent Teacher Organization and on School Site Council.	The PTO has lost its Latinx parent on the board, but there is a Latinx parent on the School Site Council	Continue working with PTO and ELAC to coordinate communication and increase Latinx representation on the PTO board and School Site Council.
Reach families with weekly videos with Spanish translation	All interaction with the school is available in both Spanish and English. All weekly school videos are created in both English and Spanish.	Continue the video communications effort and increase number of view for the video communication.
ELAC meeting attendance to engage English Learner Parents	2022-23 Quarter 1: 3 families in attendance 2022-23 Quarter 2: 3 families in attendance	Improve the number of participants per meeting to 25 or more

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2022-23 Quarter 3: 17 Families in attendance 2022-23 Quarter 4: 22 families in attendance	

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 Latinx households and public housing communities

Strategy/Activity

Latinx 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)
2100	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.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Socioeconomically Disadvantaged Students

Strategy/Activity

Socioeconomically Disadvantaged Student Parent Conferences

Use Zoom conferences to meet parents at convenient times and target academically struggling students. Increase parent contacts via phone and in-person meetings by the counseling and administrative team. This gives the site an opportunity to meet and work closely with our Socioeconomically Disadvantaged students identified by teachers, counselors, and the Academic Dean.

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)
1950	Title I 5800: Professional/Consulting Services And Operating Expenditures Provide additional translation services and interpretation
1950	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)
All students and EL students

Strategy/Activity
Make sure that our ELAC group is represented on the PTO and School 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

Strategy/Activity 4
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, 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)
1950	Title I 5000-5999: Services And Other Operating Expenditures Persons to create weekly and special event videos throughout the year.

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

In 2022-23 the AVID program was used and an avenue to connect with Latinx and Socioeconomically Disadvantaged students. This program did not meet the needs of the targeted groups. Targeted student conferences and weekly videos in Spanish and English improved the communication between the school and families. Additionally the addition of a bilingual counselor and dean have dramatically improved communication between the targeted groups in this goal. We will continue these practices and increase ELAC representation on the PTO and the School Site Council.

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 AVID program had low enrollment this year. The intended expenditures were made. We are changing our focus to interacting with families in the targeted groups.

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.

Our strategies and activities for this goal are now aligned to the goal of Support and Communication for socioeconomically disadvantaged and Latinx students and families.

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

Students are experiencing social-emotional issues at school. Since the pandemic bullying, drug use (nicotine, alcohol, and marijuana), and an increase in community-related gang activity have taken place. Student behavior issues continue to impact the academic success of students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Referrals for Alcohol, Tobacco and Other Drugs (ATOD) offenses	15 ATOD referrals in 2021-22 15 ATOD referrals in 2022-23	This trend is continuing despite efforts such as alternatives to suspension and counseling. Increasing the dangers of drug awareness at family presentations is needed. We are committed to doing this at ELAC and PTO meetings.
Referrals for bullying	59 bullying referrals in 2021-22 34 bullying referrals in 2022-23	From 2021-22 to 2022-23 the incidents of bullying saw a 43% reduction. For the 2023-24 school year, we are expecting a drop of an additional 15% in this metric.
Referrals for causing, attempting, or threatening to cause physical injury	95 referrals in 2021-22 39 referrals in 2022-23	The addition of a Dean, Restorative Practices, a fully staffed campus supervisor team, and an updated PBIS has dramatically improved the incidents of physical interactions on campus. From 2021-22 to 2022-23 these

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		referrals dropped by 59%. The expectation is to decrease this metric by an additional 15%.
Referrals for School Linked Services counseling and Care Solace referrals	64 referrals for SLS counseling occurred in 2021-22 36 referrals for SLS counseling occurred in 2022-23	With the addition of a bilingual counselor and increased support from the Dean, the necessity for SLS counseling has been reduced. The expectation is that this metric will stay the same in the 2023-24 school year.
Numbers of students participating in Challenge Day, measurable outcomes in terms of bullying and violence numbers	100 students participated in 2021-22 195 students participated in 2022-23 (the entire 7th grade)	Participation of students in challenge day this year was mandatory for all 7th graders. For 2023-24, the intention is to go back to a one day event serving 100 students. The expectation is to add the WEB class as part of the curriculum which will accomplish the same goal as Challenge Day.
SEL semester curricula adopted into the master schedule	The wellness Class was discontinued in 2021-22. SEL is still part of the 6th-grade curriculum in social studies and will remain. The Where Everyone Belongs (WEB) Curriculum will be implemented in 2023-24	Ensure that the WEB class is staffed with a trained teacher and at least 40 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)

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.

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	Presentations will be based on renewal of the TUPE grant through San Mateo County

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)
3200	Professional Development Block Grant 5800: Professional/Consulting Services And Operating Expenditures Training for counselors and other staff to learn to run Restorative Justice circles
1950	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. Continue the Challenge Day activities focusing on one hundred 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)
1950	Title I 5800: Professional/Consulting Services And Operating Expenditures Challenge Day

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. The WEB program will become a class for 8th grade students to provide SEL support to 6th and 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)
3200	Professional Development Block Grant 5800: Professional/Consulting Services And Operating Expenditures Training for WEB Teachers

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

During the 2022-23 school year progress has been made on this goal. Although, ATOD referrals remained the same, there was a significant decrease in bullying referrals, and referrals involving causing, attempting, or threatening to cause physical injury. We increased the number of students attending Challenge day by nearly 50%, and reduced the need for counseling and Care Solace 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.

The addition of a bilingual Dean trained in restorative justice, a bilingual counselor, a part-time SLS counselor, and a robust PBIS have made a considerable impact on this goal. Prior to 2022-23 the Dean position was part-time and this year the position was a full-time district funded initiative.

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 2023-24 school year, the staff will remain the same and there will be an addition of a bilingual psychologist. We will be transitioning to a new Student Information System (PowerSchool), and have a dedicated SEL class consisting of 40 8th graders (the WEB program).

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

Improve Chronic Absenteeism for All students

LEA/LCAP 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 we 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

Goal 5

Improve Chronic Absenteeism for All students

Identified Need

Currently, Cunha is in ATSI due to Very High Chronic Absenteeism for All students at 22.4%. The data indicates that Chronic Absenteeism is very high for Students with Disabilities (41%), Socioeconomically Disadvantaged Students (24%), and English Learners (27%).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Improve Chronic Absenteeism for all students	Chronic Absenteeism for Students with Disabilities is 41%. Chronic Absenteeism for Socioeconomically Disadvantaged Students is 24%%. Chronic Absenteeism for English Learners is 27%. We are using the Attention 2 Attendance (A2A) system to track and respond to Chronic Absenteeism. The specific actions taken during the 2022-23 school year are as follows:	Through the use of targeted support from Case Managers, Parent Conferences, Letters Home, and Home Visits, we will decrease Chronic Absenteeism by 25% in all subgroups.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	10 home visits were conducted 67 in-person or via parent conferences 456 Excessive Excused L1 letters 284 Excessive Excused L2 letters 173 Truancy L1 letters 82 Truancy L2 letters 29 Truancy L3 letters	

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 Disabilities

Strategy/Activity

Targeted support from Case Managers, Parent Conferences, Letters Home, and Home Visits for students in this subgroup with Chronic Absenteeism

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)
1950	Title I 5000-5999: Services And Other Operating Expenditures Professional Development related to decreasing Chronic Absenteeism
2046	Title I 2000-2999: Classified Personnel Salaries Overtime for Community Liaison to engage Spanish speaking families

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Based on being in ATSI for Very High Chronic Absenteeism for Students with Disabilities at 41%, This is a major concern for our school. Additionally, Cunha Chronic Absenteeism for All students is at 22.4%, Socioeconomically Disadvantaged Students is at 24%, and English Learners is at 27%.

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

This is a new goal being implemented for the 2023-24 school 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.

This is a new goal being implemented for the 2023-24 school year.

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	$33,246.00

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	$23,646.00

Subtotal of additional federal funds included for this school: $23,646.00

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 ($)
	$0.00
None Specified	$0.00
Professional Development Block Grant	$9,600.00

Subtotal of state or local funds included for this school: $9,600.00

Total of federal, state, and/or local funds for this school: $33,246.00

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	17,209.40
Title III	15248.00	15,248.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
None Specified	0.00
Professional Development Block Grant	9,600.00
Title I	23,646.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
2000-2999: Classified Personnel Salaries	2,046.00
4000-4999: Books And Supplies	5,850.00
5000-5999: Services And Other Operating Expenditures	7,950.00
5800: Professional/Consulting Services And Operating Expenditures	17,400.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	None Specified	0.00
5800: Professional/Consulting Services And Operating Expenditures	Professional Development Block Grant	9,600.00

2000-2999: Classified Personnel Salaries	Title I	2,046.00
4000-4999: Books And Supplies	Title I	5,850.00
5000-5999: Services And Other Operating Expenditures	Title I	7,950.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	7,800.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	7,800.00
Goal 2	3,200.00
Goal 3	7,950.00
Goal 4	10,300.00
Goal 5	3,996.00

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
Jeff Clinton	Principal
Andrew Bickford	Classroom Teacher
Janice Lee	Other School Staff
Victor Guzman	Other School Staff
Sonia Myer	Parent or Community Member
Annapaula Pacheco-Brazil	Parent or Community Member
Yesenia Ramirez	Parent or Community Member
Chloe Harrington	Secondary Student
Makena Glynn	Secondary Student
Adrea Bravo	Other School Staff

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
	Special Education Advisory Committee
	District/School Liaison Team for schools in Program Improvement
	Other: School Site Council

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, Jeffrey Clinton on May 16, 2022
	SSC Chairperson, Annapaula Pacheco-Brazil 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.

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

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

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/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: **2023-24**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
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
- Additional Targeted Support and Improvement

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.

Half Moon Bay High School's (HMBHS) Single Plan for Student Achievement (SPSA) addresses the Additional Targeted Supprots and Intervention Status (ATSI) as it relates to the CAASPP scores for Math and ELA in the subgroup of students with disabilities. In the 2022/23 Academic School year, HMBHS was identified for Targeted support and improvement (ATSI). This means that based on data from the 2022 California School Dashboard, the Students with Disabilities group was in the very low-status level for both ELA and Mathematics in the state indicators. Our Site SPSA plan will address ways to improve our school and student outcomes for the Students with Disabilities group in particular, based on doing a needs assessment and identifying resource inequities.

HMBHS Goal #1: Increase ELA and Math success for all students, especially for Hispanic, EL, SED, and SWD subgroups.

Alignment to LCAP goal #1 & #2: Student Achievement (Academic & Social-Emotional)
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 we 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

HMBHS goal #2: Increase college and career readiness for Hispanic, EL, SED, and SWD subgroups. Reducing the barriers which can prevent all students from accessing Honors, Advanced Placement, Dual Enrollment, and AVID Courses.

Alignment to LCAP goal #1 & #2: At-Promise Students
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

HMBHS Goal #3: Promote an environment where families feel welcome to communicate information and concerns so that a positive, open, and trusting relationship grows between HMBHS staff, students, and families.

Alignment to LCAP goal #3:: Student & Parent Engagement (Academic & Social-Emotional)
The metrics and actions below 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.
LCFF Priorities:
Priority 3: Parental Involvement and Family Engagement
Priority 5: Pupil engagement

HMBHS Goal #4: Create a stronger school climate that engages students and fosters a sense of belonging, connectedness, safety, and positivity.

Alignment to LCAP goal #4: Social-Emotional Goal
Increase the implementation of a positive climate framework to increase student well-being, student academic achievement
and decrease chronic absenteeism, discipline referrals, and suspensions/expulsions.

LCAP Priorities:
Priority 6: School Climate
Priority 8: Other Pupil Outcomes

#5 FOCUS GOAL ELA/ELD, Mathematics, and Suspension
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.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

During the 2022-2023 school year, teachers were surveyed about our Super Tuesday Professional Development days and if the intended outcomes were met. Overall, the response to the peer-conducted workshops related to social justice and instructional practices was favorable.

At HMBHS, 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 CUSD in order to update the LCAP. Our PTO surveys staff and parents to find out their needs and the effectiveness of our programs. 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.

Additionally, teachers participating in the technology cohort were interviewed about the devices, the inclusion of technology into lessons and instruction, and their preference for 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 Panorama 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 walkthroughs informal observations on a weekly basis. Department Heads are encouraged to observe department members to collaborate on best teaching and instructional practices. Our Leadership Team members are matched with individual new teachers in their content areas to provide support through mutual observation and release days to plan curriculum and instruction and strategize classroom management procedure. New teachers who participate in the

BTSA induction program are offered release time to 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).

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

School Site Council was determined by vote and procedures established by 2022-2023 Federal Program Monitoring. The SSC is comprised of the required rations of parents, certificated, classified, and administrative representatives. The plan was voted on and passed May 2023. ELAC leaders and parent attendees were presented information about SSC and introduced to SPSA goals 2023-2024 as they were being developed.

Resource Inequities

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

This SPSA addresses the ATSI status of Half Moon Bay High School (HMBHS) as it relates to the CAASPP scores for Math and ELA in the subgroup of students with disabilities. In the 2022/23 Academic School year, HMBHS was identified for Targeted support and improvement (ATSI). This means that based on data from the 2022 California School Dashboard, the Students with Disabilities group was in the very low-status level for both ELA and Mathematics in the state indicators. Our Site SPSA plan will address ways to improve our school and student outcomes for the Students with Disabilities group in particular, based on doing a needs assessment and identifying resource inequities.

Resource inequities are reflected in the data analysis and highlight the need 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 support 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 by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%		0	0
African American	0.4%	0.38%	0.49%	4	4	5
Asian	1.5%	1.35%	1.66%	16	14	17
Filipino	1.2%	0.77%	0.49%	13	8	5
Hispanic/Latino	51.8%	50.82%	50.68%	549	528	519
Pacific Islander	0.2%	0.10%	0%	2	1	0
White	39.9%	41.48%	40.92%	423	431	419
Multiple/No Response	5.0%	4.91%	5.47%	53	51	56
			Total Enrollment	1,060	1,039	1024

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	283	240	256
Grade 10	270	286	239
Grade 11	257	257	276
Grade 12	250	256	253
Total Enrollment	1,060	1,039	1,024

Conclusions based on this data:

1. The Hispanic/Latino subgroup has continued to maintain majority population at 50.68%.
2. The White subgroup has decreased from 41.48% to 40.92%.
3. Our total enrollment continues to hold at just 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		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	87	82	92	8.2%	7.9%	9.0%
Fluent English Proficient (FEP)	393	361	330	37.1%	34.7%	32.2%
Reclassified Fluent English Proficient (RFEP)	27			31.0%		

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		241			219			218			90.9	
All Grades		241			219			218			90.9	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2580.			27.98			25.69			18.81			27.52	
All Grades	N/A	N/A	N/A		27.98			25.69			18.81			27.52	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		29.36			46.33			24.31	
All Grades		29.36			46.33			24.31	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		27.19			47.00			25.81	
All Grades		27.19			47.00			25.81	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		13.30			69.72			16.97	
All Grades		13.30			69.72			16.97	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		24.77			61.01			14.22	
All Grades		24.77			61.01			14.22	

Conclusions based on this data:

1. The 2021-2022 academic year was the first time we were able to administer the CAASPP since 2018-2019. This was due to the COVID-19 pandemic. One of the continued disruptions from the pandemic is chronic absenteeism. This led us to not have enough testers to meet the required 95% threshold set by CDE. While we had 90.9% testers the sample size may have affected our results.
2. Due to the two year gap between CAASPP administration we don't have comparable data, so the data we have is a baseline for subsequent test administrations. The overall achievement for meeting or exceeding the standard at HMBHS is 53.67% and the California state average is 54.77%. These are comparable, but there is room for significant growth.
3. Reading and writing performance indicators for student "at or near" the standard are respectively, 46.33% and 47%. The listening and research/inquiry performance indicators for student "at or near" the standard are respectively, 69.72% and 61.01%. There is much work to be done to raise the essential literacy skills of reading and writing so there is parity between all four sub standards. Continued focus on having professional development reinforce the alignment of College and Career Readiness standards in all content areas will serve to improve the instruction of literacy across our whole site.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		241			213			213			88.4	
All Grades		241			213			213			88.4	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2534.			8.92			18.78			19.25			53.05	
All Grades	N/A	N/A	N/A		8.92			18.78			19.25			53.05	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		16.51			33.49			50.00	
All Grades		16.51			33.49			50.00	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		8.92			58.22			32.86	
All Grades		8.92			58.22			32.86	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		10.80			55.40			33.80	
All Grades		10.80			55.40			33.80	

Conclusions based on this data:

1. The 2021-2022 academic year was the first time we were able to administer the CAASPP since 2018-2019. This was due to the COVID 19 pandemic. One of the continued disruptions from the pandemic is chronic absenteeism.

This led us to not having enough testers to meet the required 95% threshold set by CDE. While we had 90.9% testers the sample size may have affected our results

2. Due to the two year gap between CAASPP administration we don't have comparable data, so the data we have is a baseline for subsequent test administrations. The overall achievement for meeting or exceeding the standard at HMBHS is 27.32% and the California state average is 26.97%. These are comparable, but there is room for significant growth.

3. Reading and writing performance indicators for student "at or near" the standard are respectively, 46.33% and 47%. The listening and research/inquiry performance indicators for student "at or near" the standard are respectively, 69.72% and 61.01%. There is much work to be done to raise the essential literacy skills of reading and writing so there is parity between all four sub standards. Continued focus on having professional development reinforce the alignment of College and Career Readiness standards in all content areas will serve to improve the instruction of literacy across our whole site.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1531.7	1541.8		1521.0	1542.0		1541.9	1540.9		23	19	
10	1545.3	1508.3		1542.6	1494.6		1547.6	1521.5		23	25	
11	*	1535.0		*	1535.6		*	1534.0		5	21	
12	1403.6	*		1390.2	*		1416.8	*		11	5	
All Grades										62	70	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	4.55	15.79		31.82	52.63		54.55	10.53		9.09	21.05		22	19	
10	9.09	4.00		40.91	44.00		45.45	24.00		4.55	28.00		22	25	
11	*	4.76		*	19.05		*	61.90		*	14.29		*	21	
12	0.00	*		18.18	*		18.18	*		63.64	*		11	*	
All Grades	5.00	7.14		35.00	38.57		41.67	31.43		18.33	22.86		60	70	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	9.09	36.84		50.00	36.84		27.27	10.53		13.64	15.79		22	19	
10	22.73	24.00		45.45	32.00		31.82	16.00		0.00	28.00		22	25	
11	*	14.29		*	61.90		*	14.29		*	9.52		*	21	
12	0.00	*		18.18	*		18.18	*		63.64	*		11	*	
All Grades	15.00	25.71		40.00	41.43		26.67	12.86		18.33	20.00		60	70	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	0.00	5.26		18.18	26.32		59.09	42.11		22.73	26.32		22	19	
10	0.00	4.00		22.73	12.00		50.00	44.00		27.27	40.00		22	25	
11	*	0.00		*	9.52		*	52.38		*	38.10		*	21	
12	0.00	*		0.00	*		27.27	*		72.73	*		11	*	
All Grades	0.00	2.86		15.00	14.29		51.67	47.14		33.33	35.71		60	70	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	0.00	5.26		72.73	78.95		27.27	15.79		22	19	
10	9.09	0.00		72.73	64.00		18.18	36.00		22	25	
11	*	4.76		*	76.19		*	19.05		*	21	
12	0.00	*		18.18	*		81.82	*		11	*	
All Grades	3.33	2.86		61.67	71.43		35.00	25.71		60	70	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	63.64	73.68		27.27	10.53		9.09	15.79		22	19	
10	66.67	56.00		33.33	16.00		0.00	28.00		21	25	
11	*	57.14		*	33.33		*	9.52		*	21	
12	36.36	*		18.18	*		45.45	*		11	*	
All Grades	61.02	61.43		27.12	18.57		11.86	20.00		59	70	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	0.00	15.79		54.55	36.84		45.45	47.37		22	19	
10	9.09	4.00		54.55	40.00		36.36	56.00		22	25	
11	*	0.00		*	38.10		*	61.90		*	21	
12	0.00	*		18.18	*		81.82	*		11	*	
All Grades	3.33	5.71		46.67	38.57		50.00	55.71		60	70	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
9	0.00	0.00		90.91	73.68		9.09	26.32		22	19	
10	0.00	4.00		85.71	72.00		14.29	24.00		21	25	
11	*	9.52		*	66.67		*	23.81		*	21	
12	0.00	*		45.45	*		54.55	*		11	*	
All Grades	1.69	4.29		76.27	70.00		22.03	25.71		59	70	

Conclusions based on this data:

1. The ELPAC data results indicates that the overall language levels were the following:

- 9th grade 68.42% of English learners scored 3 or 4 with language development and 31.54% scored either level 1 or 2.
- 10th grade 48% of English learning scored 3 or 4 with language development and 52% scored either level 1 or 2.
- 11th grade 23..81% of English learning scored 3 or 4 with language development and 76.19% scored either level 1 or 2.
- 12th grade no data available because the sub group was too small.

2. We are closely monitoring ELPAC Summative results to provide adequate language development instruction to allow students to increase academically throughout the students' four years at HMBHS.

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

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1,039	**44.5**	**7.9**	**0**
Total Number of Students enrolled in Half Moon Bay High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	82	7.9
Foster Youth		0
Homeless	17	1.6
Socioeconomically Disadvantaged	462	44.5
Students with Disabilities	141	13.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	0.4
American Indian		
Asian	14	1.3
Filipino	8	0.8
Hispanic	528	50.8
Two or More Races	51	4.9
Pacific Islander	1	0.1
White	431	41.5

Conclusions based on this data:

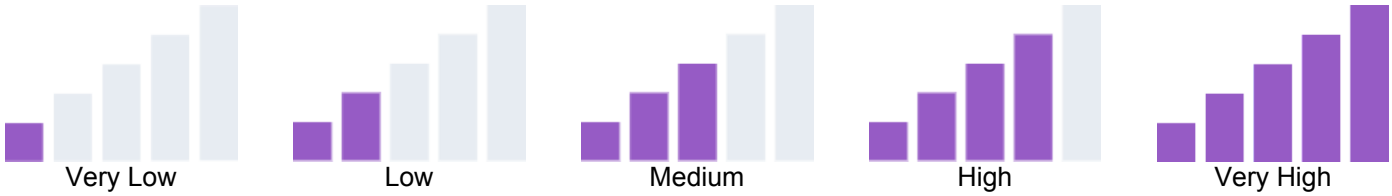
1. Out largest Student group by race/ethnicity is Hispanic who make up 50.8% of the student body. The only other statistically significant student group based on Race/Ethnicity is White which make up 41.5% of the students.
2. Our largest sub group by race/ethnicity is Hispanic and the second largest sub group is White.
3. 44.5% of our student are socio-economic disadvantaged.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Low	**Graduation Rate** Medium	**Suspension Rate** Medium
Mathematics Low		
English Learner Progress Low		
College/Career Not Reported in 2022		

Conclusions based on this data:

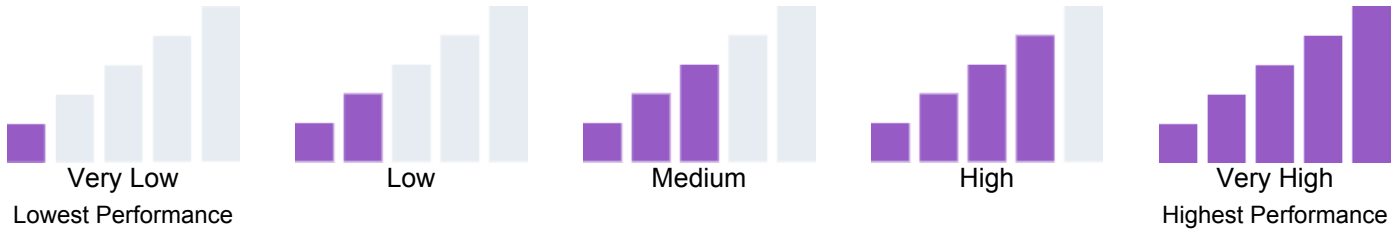
1. Suspension rates are of medium concern.
2. Graduation rates are of medium concern.
3. Academic indicators for ELA, Math, and EL progress are of high concern.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

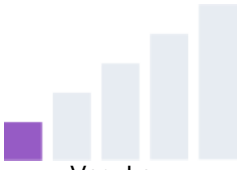
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
4	0	0	1	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Very Low	
14.4 points below standard	152.3 points below standard	
236 Students	39 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Very Low
1 Student	83.3 points below standard	167.6 points below standard
	106 Students	33 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 1 Student		No Performance Level 2 Students	No Performance Level 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 68.9 points below standard 124 Students	 No Performance Level 10 Students	 No Performance Level 1 Student	 High 44.7 points above standard 98 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
210.0 points below standard 20 Students	91.5 points below standard 19 Students	48.9 points above standard 128 Students

Conclusions based on this data:

1. All of our English learners score at 14.4 points below standard.
2. There is a clear disparity between our Hispanic population (68.9 points below standard) and our white population (44.7% point above standard).
3. Our socio-economically disadvantaged students (44.5% of total population) score 83.3% below standard.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

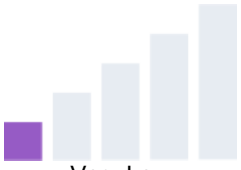
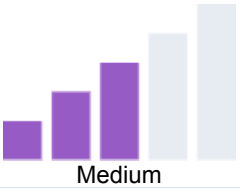
2022 Fall Dashboard Mathematics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
4	0	1	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Very Low	
101.4 points below standard	204.8 points below standard	
236 Students	39 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Very Low
1 Student	157.4 points below standard	195.7 points below standard
	106 Students	33 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 1 Student		No Performance Level 2 Students	No Performance Level 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 142.5 points below standard 124 Students	 No Performance Level 10 Students	 No Performance Level 1 Student	 Medium 57.3 points below standard 98 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
239.7 points below standard 20 Students	172.0 points below standard 20 Students	52.0 points below standard 128 Students

Conclusions based on this data:

1. All of our 11th grade Math students score at 101.4 points below standard. As a whole school site this shows low performance from all of our 11th grade students.
2. Our English Learners (EL), Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD) subgroups respectively score 204.8, 157.4, and 195.7 below standard. Contrasting with these low performance indicators, our white student score 57.3 points below standard. This shows a significant achievement gap.
3. Our RFEP student are scoring 172.0 points below standard. Additional support for our RFEP student both before and after reclassification is needed.

School and Student Performance Data

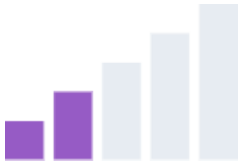
Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress



Low

41.2 making progress towards English language proficiency

Number of EL Students: 51 Students

Performance Level: 2

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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.6%	39.2%	0.0%	41.2%

Conclusions based on this data:

1. 19.6% of our students perform worse than the prior years' ELPAC. It is necessary to see if this decline is due to the transition between 10th and 11th grade testers.
2. 41.2% of student progressed at least one level. This shows progress but the combination of decreased and maintained performance indicators as well as a general performance level of 2 for all students suggests students have had their progress stalled.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. No data upon which to draw conclusions.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 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. No data upon which to form conclusions.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.



This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High
0	0	2	1	0

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Medium	No Performance Level	No Performance Level
90.2% graduated	88.2% graduated	Less than 11 Students
254 Students	17 Students	1 Student
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Medium	No Performance Level
Less than 11 Students	89.3% graduated	83.3% graduated
4 Students	122 Students	24 Students

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level		No Performance Level	No Performance Level
Less than 11 Students		Less than 11 Students	Less than 11 Students
1 Student		4 Students	4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Medium	No Performance Level		High
90% graduated	92.3% graduated		91% graduated
120 Students	13 Students		111 Students

Conclusions based on this data:

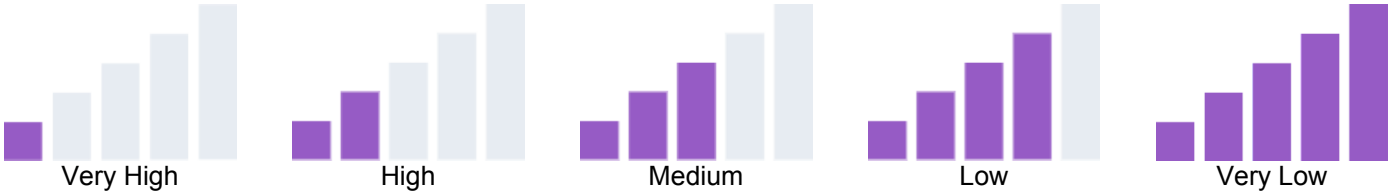
1. Hispanic, SED, and White populations all trend close to the graduation average of 90.2% (a medium level performance indicator). While it is heartening to see subgroups align and that HMBHS is 3.2% above the 87% CA State average, more needs to be done to engage those students who are not graduating.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	1	4	1	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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	High	No Performance Level
1.9% suspended at least one day	6.5% suspended at least one day	Less than 11 Students
1073 Students	92 Students	1 Student

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Medium	Medium
0% suspended at least one day	2.9% suspended at least one day	4.4% suspended at least one day
17 Students	484 Students	160 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level Less than 11 Students 4 Students		No Performance Level 0% suspended at least one day 16 Students	No Performance Level Less than 11 Students 9 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Medium 2.6% suspended at least one day 540 Students	 Medium 3.4% suspended at least one day 58 Students	No Performance Level Less than 11 Students 1 Student	 Low 0.9% suspended at least one day 445 Students

Conclusions based on this data:

1. HMBHS suspension rate is mostly medium except for two variations. Our EL students are high and our white students are low. Attention needs to be pay to how to engage our EL student and give them a sense oof belonging and understanding of behavioral expectations.
2. HMBHS needs to get all of our students to a low suspension indicator.

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 & Social-Emotional

LEA/LCAP 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 we 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 Goal #1
Priority 1: Appropriate teacher assignment, sufficient instructional materials, and facilities in good repair
Priority 2: Implementation of academic content and performance standards adopted by the California State Board of Education
Priority 4: Pupil Achievement

Goal 1

Increase ELA and Math success for all students, especially for Hispanic, English Learners (EL), Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD) subgroups.

Identified Need

English Learners (EL), Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD) are subgroups that perform at lower levels than the white population with several indicators.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Met or Exceeds Standard Improvement for ELA and Math for SWD	ELA - 54%; Math - 28% (meets or exceeds standard)	ELA - 68%; Math 38% (meets or exceeds standard)
CAASPP Proficiency & Interim/Summative Assessments Improvement for all students, especially subgroups.	Set baseline for Interim/Summative Assessments for 9th and 10th grades	Pending baseline
Reclassification Rate for EL students	30% reclassification rate	35% reclassification rate
English Learner Progress Indicator	41% making progress toward proficiency	51% making progress toward proficiency

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, specifically Hispanic, EL, SED, and SWD subgroups

Strategy/Activity

Align professional development to support curriculum and instruction with College and Career Readiness Standards and Integrated ELD instructional 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)
	Title I 5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, specifically Hispanic, EL, SED, and SWD subgroups

Strategy/Activity

Use performance data analysis from CAASPP, Interim/Summative Assessment Blocks, and common department assessments/scoring guides to inform instruction and intervention.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Title I 4000-4999: Books And Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students, specifically Hispanic, EL, SED, and SWD subgroups

Strategy/Activity

Continue Tier One Intervention with school tutoring program

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

Amount(s)	Source(s)
	Title I 4000-4999: Books And Supplies

Strategy/Activity 4

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

All students, specifically English Learners (EL), Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD) subgroups.

Strategy/Activity

Site administration will explore ways to use Tier Two Intervention by modifying and implementing changes to the Advisory Period to target students who have particular needs in ELA and 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)
	Title I 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 5

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

All students, specifically Hispanic, EL, SED, and SWD sub groups

Strategy/Activity

Get input from students by getting their input on how they think and feel regarding their experiences in ELA and Math, so that teachers get the information they can improve student engagement and performance.

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)

Delete

Strategy/Activity

Delete

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)

Delete

Strategy/Activity

Delete

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: 2022-23

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

ANALYSIS

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

The goal remains aligned to LCAP goal #1, but it is oriented more exclusively toward California Assessment of Student Performance and Progress (CAASPP) testing with a specific focus on our subgroups' performance. There is also a goal of improving both Tier I and Tier II intervention for these groups as well with all students. Increased attention to getting feedback from students about whether they are, or not, effectively showing learning growth with ELA and math. Work will be done to further improve the effectiveness of our co-taught model between English Language Arts (ELA) and math so that the stark need for support of our SWD will be sufficiently addressed.

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 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.

See above for changes in metrics/indicators and strategies from the 2022-2023 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

College and Career Readiness

LEA/LCAP 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#2
Priority 2: Implementation of academic content and performance standards adopted by the California State Board of Education
Priority 4: Pupil Achievement
Priority 7: Course Access

Goal 2

Increase college and career readiness for Hispanic, EL, SED, and SWD sub groups. Reducing the barriers which can prevent all students from accessing Honors, Advanced Placement, Dual Enrollment, and AVID Courses.

Identified Need

Hispanic, EL, SED, and SWD are subgroups that need improvement with college and career readiness and developing more post-secondary educational opportunity.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
UC/CSU Eligibility based on Powerschool and National Student Clearninghouse reports	43% UC/CSU Eligibility	63% UC/CSU Eligibility
Increase Hispanic students being scheduled in Honors and AP courses	30% Hispanic students scheduled in Honors and AP courses	40% increase for Hispanic student scheduled for 2023-2024
Increase all students, particularly subgroups enrolled in dual enrollment courses	18 students enrolled in CSM dual enrollment courses	27 students enrolled in CSM dual enrollment courses
Increase CTE completers	11 student completed a CTE pathway	17 Student completing a CTE pathway
Increase the number of students taking AVID courses.	60 students enrolled in AVID courses	70 students enrolled in AVID courses

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, specifically Hispanic, EL, SED, and SWD subgroups

Strategy/Activity

Administration will form a team from different departments designed to create more diverse representation in AP and Honors courses which is reflective of HMBHS student body.

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, specifically Hispanic, English Learner (EL), Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD) subgroups.

Strategy/Activity

Support students by getting their input about what barriers or concerns they have regarding Honors and AP courses as well as why they make the course requests that they do, so that students representation matches the site demographics.

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, specifically Hispanic, English Learner (EL), Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD) subgroups.

Strategy/Activity

Continue the policy to not have required prerequisites for Honors and AP courses, and to discourage other barriers such as requiring summer assignments. Consider ways that the course sign up process may act as a barrier for taking Honors and Advanced Placement (AP) courses.

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, specifically Hispanic, English Learner (EL), Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD) subgroups.

Strategy/Activity

Continue to implement AVID courses with fidelity and to support teachers attending professional development for both AVID and AP courses.

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)

All students, specifically Hispanic, English Learner (EL), Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD) subgroups.

Strategy/Activity

Continue to encourage our students to take Career Technical Education courses and complete pathways.

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: 2022-23

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

ANALYSIS

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

Goal #2 is aligned with LCAP Goal #2 regarding college and career readiness and academic achievement necessary for all students, but particularly for our identified subgroups. For a small school, we offer a large number of honors and AP courses. However, subgroup representation in those courses does not reflect our site demographic despite some progress over the last couple of years. While we have reduced some barriers, such as required prerequisites, we have yet to see parity in these courses. Forming a committee about how to address this concern is one way to identify where we have problems here and how to find appropriate solutions. We will further grow our CTE offerings and maintain support for our AVID courses.

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 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.

See above for changes in metrics/indicators and strategies from the 2022-2023 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

Student and Family Engagement

LEA/LCAP Goal

Improve student and family engagement

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.

LCAP Priorities:
Priority 3: Parental Involvement and Family Engagement
Priority 5: Pupil Engagement
Priority 6: School Climate

Goal 3

Promote an environment where families feel welcome to communicate information and concerns, so that a positive, open, and trusting relationship grows between HMBHS staff, students, and families.

Identified Need

Increased engagement from students and families who are part of our Hispanic, English Learner (EL), Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD) subgroups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent/guardian participation with Panorama and CalSCHLS Survey	81 parent/guardian completed survey	105 parent/guardian completion (+30%)
Student participation with Needs Assessment and Naviance surveys provided by the counseling staff	604 students (1005 total enrollment) - 172 seniors (248)	100% students - 100% seniors
Improve attendance at school informational or other committees open to the public such as ELAC, School Site Council, PTO, Health and Wellness, and Boosters	Not available - some sign-in and documentation method of gathering attendance date needs to be developed	20% increase after 2023-2024 baseline set

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student participation with California Healthy Kids survey	Pending this years data when it is released	Will be established in relation to baseline

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

More attentive promotion of surveys, site events, and outreach. Message agenda, topics, and data points with community engagement meetings and committees in a more organized and timely 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)
0	None Specified None Specified District Funded

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Goal #3 aligns with LCAP Goal #3 regarding student and family engagement. Greater participation from our family surveys that show a percentage above 75% of total enrollment.

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.

See above for changes in metrics/indicators and strategies from the 2022-2023 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

Positive School Climate

LEA/LCAP Goal

Goal #4 aligns with LCAP goal #4 of Social-Emotional 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.

LCAP Priorities:
Priority 5: Pupil Engagement
Priority 6: School Climate
Priority 8: Other Pupil Outcomes

Goal 4

Create a stronger school climate that engages students and fosters a sense of belonging, connectedness, safety, and positivity.

Identified Need

Continue to promote student success by building a kinder, safer, and more inclusive space in order to reduce student stress, and increase engagement and social-emotional wellness. Provide a more supportive environment where students academic performance and sense of well-being is improved. This will result is better outcomes for student social-emotional learning, graduation rate increase, a reduction of chronic absenteeism, and a reduction of exclusionary discipline.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Continuing mental health counseling with School Linked Services	Maintain current amount of counseling services	Continue with our relationship with School Liked Services
Alternative to Suspension and post suspension counseling	Referrals due to controlled substance use and other suspension offenses	Reduction of 1.9% of students who are suspended at least one day and a reduction of SWD Suspension rate of 4.1%
Positive Behavior Interventions and Supports	Move to year two of PBIS implementation	Move to year three of PBIS implementation.
Wellness Program and Safe Space	Approximately 25 students attend throughout the day; 10-15 students are scheduled counseling not counting drop-in request for counseling	Continue with the program use level and refine it for maximized benefit. Get Safe Space integrated so that the whole site can benefit by peer support systems

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Safe Space is in a developing stage	
Linked Crew participation and growth	35 students participating	50 student participating for 2024-2025 academic year
Number of students participating in Challenge Day	N/A - no Challenge Day since COVID 19 pandemic	At least 100 students will participate in 2022-23
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.
Continue SEL centered push-n from our counseling staff	Twice a year	Four times a 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

Continue to develop our relationship with School Linked Services and CUSD Mental Health team.

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: 2022-23

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

ANALYSIS

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

This goal, its measurable outcomes and strategies/activities are alignment to LCAP goal #4 seeking to increase the implementation of a positive climate framework to increase student wellbeing, student academic achievement, decrease chronic absenteeism, discipline referrals, and suspensions/expulsions.

LCAP Priorities:
Priority 5: Pupil Engagement
Priority 6: School Climate
Priority 8: Other Pupil Outcomes

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.

See above for changes in metrics/indicators and strategies from the 2022-2023 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	$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
None Specified		
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
Andrew Boysen	Principal
Theresa Janzen	Classroom Teacher
Gayle Smith	Classroom Teacher
Yadira Acosta	Other School Staff
Kelly Bikle	Parent or Community Member
Norma Miramontes	Parent or Community Member
Julie Baker	Parent or Community Member
Erin Hosilyk	Parent or Community Member
Catalina Gonzalez-Johnston	Secondary Student
Jacky Vasquez	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

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, 2023.

Attested:

Principal, Andrew Boysen on 5/2555/2023

SSC Chairperson, Kelly Bikle on 5/25/2023

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

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

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/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: **2023-24**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pilarcitos High School	41688904130027	May 19, 2023	

Purpose and Description

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

Schoolwide Program

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

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.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Pilarcitos High School has a staff of 8 which includes 3 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. Students, staff, and parents participate in CalSchls surveys for school climate, safety and engagement, including the California Healthy Kids Survey. 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). 11th grade students take part in the CAASPP assessments of ELA and Math proficiency, and 12th graders in science. PHS also is using a pre and post test at the beginning and end of the school year to track student progress.

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. 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)

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

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, and parent educational opportunities.

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 discussed our WASC accreditation and our Comprehensive Safety Plan during Site council meetings.

Funding

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

Pilarcitos High School (PHS) is funded via district Local Control Accountability Plan (LCAP) funds, as well as categorical grants inclusive of Title I, Title I Family Engagement funds, for academic resiliency and support for at promise students

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 and social emotional student achievement all aligned to the Common Core State Standards and our Local Control Accountability Plan (LCAP).

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Our School Site Council (SSC), consisting of administrative assistant, teachers, parents, and a student representative were meaningfully involved with the development of the Single Plan for Student Achievement (SPSA). During our School Site Council Meetings in January through May of 2023, 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 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 the need to support structured literacy for students performing below standard, to increase English Language Development (ELD) among English Learners via supplemental supports, to increase student engagement, to provide additional support 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 by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%		0	0
African American	%	%	0%		0	0
Asian	%	2.78%	0%		1	0
Filipino	%	%	0%		0	0
Hispanic/Latino	71.4%	69.44%	71.05%	20	25	27
Pacific Islander	%	%	0%		0	0
White	25.0%	27.78%	23.68%	7	10	9
Multiple/No Response	3.6%	%	5.26%	1	0	2
			Total Enrollment	28	36	38

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 10		1	1
Grade 11	6	7	10
Grade 12	22	28	27
Total Enrollment	28	36	38

Conclusions based on this data:

1. Enrollment for students in their senior year continues to be our largest grade level, as students who cannot graduate at Half Moon Bay High School (HMBHS) come to PHS to complete their credits
2. Enrollment is increasing and is likely to increase more
3. Hispanic/Latino student form a majority larger than the general population in CUSD, and are less likely to attend in person.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	10	11	7	24.3%	21.5%	18.4%
Reclassified Fluent English Proficient (RFEP)	14	21	19	34.1%	51.2%	50.0%

Conclusions based on this data:

1. The percentage of English Learners (EL) Students enrolled at Pilarcitos High School (PHS) has been decreasing since 2018-2019.
2. The percentage of Fluent English Proficient (FEP) students is also in decline.
3. The percentage of Reclassified Fluent English Proficient (RFEP) students has increased since 2018-2019 and is at half our population. Currently 68.4% of our students are language learners, either English Learners (EL) or Reclassified Fluent English Proficient (RFEP)

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades		13			*			*				

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		*			*			*			*			*	
All Grades	N/A	N/A	N/A		*			*			*			*	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades		13			*			*				

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		*			*			*			*			*	
All Grades	N/A	N/A	N/A		*			*			*			*	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	4	
All Grades										6	5	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*		*	*		*	*		*	*		*	*	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*		*	*		*	*		*	*		*	*	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*		*	*		*	*		*	*		*	*	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	*	*		*	*		*	*		*	*	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	*	*		*	*		*	*		*	*	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	*	*		*	*		*	*		*	*	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	*	*		*	*		*	*		*	*	

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

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
36	**77.8**	**22.2**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Pilarcitos High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	8	22.2
Foster Youth		
Homeless	2	
Socioeconomically Disadvantaged	28	77.8
Students with Disabilities	13	36.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American		
American Indian		
Asian	1	2.8
Filipino		
Hispanic	25	69.4
Two or More Races		
Pacific Islander		
White	10	27.8

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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts No Performance Level	**Graduation Rate** No Performance Level	**Suspension Rate** Very Low
Mathematics No Performance Level		
English Learner Progress No Performance Level		
College/Career Not Reported in 2022		

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. Our suspension rate for 2022-23 is 0. Our school culture emphasizes restorative practices and individual attention that reduce conflict and avoids exclusionary discipline.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Level 10 Students	No Performance Level 3 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	No Performance Level 7 Students	

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Level 5 Students			No Performance Level 4 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
1 Student		5 Students

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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Mathematics Equity Report				
Very Low	Low	Medium	High	Very High
0	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Level 9 Students	No Performance Level 3 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	No Performance Level 6 Students	

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Level 5 Students	No Performance Level 0 Students		

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
1 Student		4 Students

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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Level

making progress towards English language proficiency

Number of EL Students: 3 Students

Performance Level: No 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.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
0.0%	0.0%	0.0%	0.0%

Conclusions based on this data:

1. 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 Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. 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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.



This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High
0	0	0	0	0

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
No Performance Level 65.4% graduated 26 Students	No Performance Level 50% graduated 12 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level Less than 11 Students 1 Student	No Performance Level 65% graduated 20 Students	No Performance Level Less than 11 Students 10 Students

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Level 60% graduated 20 Students			No Performance Level Less than 11 Students 6 Students

Conclusions based on this data:

1. Seniors with an Individualized Education Plan (IEP) had the lowest graduation rate of all sub groups.
2. The graduation rate for Hispanic students was only at 60%.
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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	No Performance Level	
0% suspended at least one day	0% suspended at least one day	
50 Students	12 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Very Low	No Performance Level
	0% suspended at least one day	0% suspended at least one day
	39 Students	16 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
		No Performance Level Less than 11 Students 1 Student	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 0% suspended at least one day 34 Students	No Performance Level Less than 11 Students 1 Student		No Performance Level 0% suspended at least one day 14 Students

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. Our suspension rate for 2022-23 is 0. Our school culture emphasizes restorative practices and individual attention that reduce conflict and avoids exclusionary discipline.

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

1. Student Achievement (Academic & Social-Emotional): MAXIMIZE STUDENT OUTCOMES and 2. At-Promise Students: INCREASE AT-PROMISE STUDENT READINESS. Priority 4: Pupil Achievement; Priority 5: Pupil Engagement

Goal 1

a. Increase the English Learner (EL) graduation rate by 5% by June, 2024.
b. Increase the Socioeconomically Disadvantaged (SED) graduation rate by 5% by June, 2024.
b. Maintain at least a 75% graduation rate for English Only (EO) students by June, 2024.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation data	EL graduation rate for SY 2020-2021 was 60% EL graduation rate for SY 2021-2022 was 50% SED graduation rate for SY 2018-19 was 36.8% SED graduation rate for SY 2021-2022 was 65% EO graduation rate for SY 2020-2021 was 55%, EO graduation rate for SY 2021-2022 was 78%	English Learners graduation rate: at least 55% graduate in 2023-24 Socioeconomically Disadvantaged graduation rate: at least 70% graduate in 2023-24 English Only graduation rate: at least 78% graduate in 2023-24

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learner (EL) Students

Strategy/Activity

Increase communication with students and guardians. Work with liaison, academic counselor, School Linked Services (SLS) counselor, to meet student needs and identify barriers to graduation/diplomas.

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)
847	Title I 5900: Communications Family Engagement

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

Focus on establishing stronger relationships to keep students who are not attending to engage. Set up events, conferences, and individualized success plans. 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)
500	Title I 0001-0999: Unrestricted: Locally Defined

Strategy/Activity 3

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

Socioeconomically Disadvantaged (SED) STUDENTS

Strategy/Activity

Focus on increasing students' independent academic and personal resiliency through one-on-one coaching between teacher and student., given multiple challenges, especially regarding online learning for students with issues of online access, housing insecurity, and employment priorities.

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)
200	Title I 5000-5999: Services And Other Operating Expenditures RU if no Title III funds available

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

Pilarcitos leadership and teachers will determine how best to track data on credits and coursework completion rates in the student data 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)
200	LCFF 5800: Professional/Consulting Services And Operating Expenditures Educator Effectiveness if available, if not, RU

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

While the English Only (EO) graduation rate improved over our continuing goal of 75%, the English Learner (EL) graduation rate slipped from 60 to 50%. We added an Socio-emotional Learning (SEL) rate this year noting the improvements since 2018-19 and setting a 5% increase 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.

We had not budgeted expenditures last year and have now access our available Title I, Title III, and Local Control Funding Formula (LCFF) funds to help us implement strategies.

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 have added an Socioeconomically Disadvantaged (SED) graduation rate increase expectation of 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

College and Career Readiness

LEA/LCAP Goal

1. Student Achievement (Academic & Social-Emotional): MAXIMIZE STUDENT OUTCOMES. Priority 7: Course Access; Priority 8: Other Pupil Outcomes

Goal 2

Maintain at least a 75% rate completion in course work and activities that strengthen college and career readiness by June 2024, by use of accurate data and the help of an academic counselor

Identified Need

Our students need assistance with scholarship applications, concurrent enrollment, and accessing CTE pathways. We need accurate data and dedicated college and career readiness assistance.

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	No reliable data	A system to track credits attempted and credits received
Addition of a .5 Academic Counselor	.5 counselor in 2022-23, paid for with Mental Health and TUPE disparities grant	Continued funding of the position

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 are given opportunities to participate in concurrent enrollment with College of San Mateo (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)
10000	District Funded 5000-5999: Services And Other Operating Expenditures

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

.5 Academic counselor to work with students to help them find their course, college, and career 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)
50000	District Funded 1000-1999: Certificated Personnel Salaries

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

Create a tracking system on a spreadsheet to get accurate data on course completion

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

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Staff continued supporting students with credit recovery classes on Edgenuity as well as supporting students with academic opportunities outside of our program. I.

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

Added budget items for Edgenuity and the .5 counselor

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 added a .5 counselor this year and are planning on having that position continue and be funded by the district.

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

3.Student & Parent Engagement (Academic & Social-Emotional): IMPROVE STUDENT & FAMILY ENGAGEMENT.
Priority 3: Parental Involvement and Family Engagement

Goal 3

Increase parent communication and involvement to improve student attendance and academic performance by 2% by June 2024

Identified Need

Parent engagement is frequently difficult in a continuation school context, but it can make a huge difference in the academic success of the students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall Parent-Student- Teacher Restorative Circle Attendance	Fall 2019 Parent-Teacher Circles = 70% attendance;	SY2023-2024 Parent Teacher circles 75%;
2023-24 School Site Council Membership	One parent representative in 2022-23	At least two parent representatives

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

Pilarcitos leadership and teachers will collaborate to determine how best to increase parent communication and involvement, taking into consideration both the needs and barriers, as well as the strengths and skills that parents offer as they engage in their students' 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 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Parent Engagement Events: Food-based celebrations, graduation events, family back to 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)
1000	Title I 0001-0999: Unrestricted: Locally Defined Family Engagement

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Staff implemented the parent-student-teacher circles for all students and families during the first week of class and periodically through out the year as needed.

Strategy/Activity

At the beginning of each semester, the first week of class has a modified schedule. Teachers meet one on one with families to discuss goals for the year. Restorative circles also occur with teachers and families regarding any academic or social-emotional concerns.

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)
800	Title I 0001-0999: Unrestricted: Locally Defined Family Engagement

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The staff and students appreciated the first week of each semester. Each family had the time to get to know the teacher and express their questions and concerns. Time is a the biggest challenge to implementing circles for parent engagement.

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

Added budget item to help supply materials for the family engagement circles.

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.

Adding strategy of Family Events.

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

4. Social-Emotional Goal: IMPROVE SOCIAL & EMOTIONAL WELL-BEING. Priority 6: School Climate

Goal 4

The following three objectives were designed to support safety and a positive school climate:

1. Increase attendance rates by 2% by June 2024
2. Limit the number of suspensions to fewer than 3 by June 2024
3. Maintain an expulsion rate of zero percent

Identified Need

Attendance rates for Pilarcitos students are low, with a high chronic absenteeism rate. Suspensions and Expulsions are low,

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance data	Chronic absenteeism for 2021-22: 97.6% Chronic absenteeism for 2022-23: 91.7% Attendance Rate 2021-22: 43.5% Attendance Rate 2022-23: 52.5%	Attendance rates improved from 2021-22 by 9%, exceeding continuing goal of 2% increase annually
Suspension data	Suspension Rate 2019-20: 0% Suspension Rate 2020-21: 0% Suspension Rate 2021-22: 0%	PHS has maintained 0 suspensions
Expulsion data	Expulsion Rate 2019-20: 0% Expulsion Rate 2020-21: 0% Expulsion Rate 2021-22: 0%	PHS has maintained 0 expulsions

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

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 will participate in the California Healthy Kids 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 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Enhance Restorative Practices/Restorative Justice as the centerpiece of Pilarcitos approach to discipline and conflict. 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)
1000	Other

	5800: Professional/Consulting Services And Operating Expenditures Educator Effectiveness if available, if not then RU

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

Ensure supports provided by School Linked Services and Pilarcitos Wellness Program are strengthened with the increase of the .25 Therapist to 50%

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)
20000	District Funded 2000-2999: Classified Personnel Salaries

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Many students comment that they can be themselves on campus. The highest attended classes are the classes that are outdoors and/or hands on. 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.

We want to expand the restorative justice program to the entire district, which will require further funding.

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 have added an increase to the therapist hours in the strategies and budget

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	$84,547.00

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	$3,347.00

Subtotal of additional federal funds included for this school: $3,347.00

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	$80,000.00
LCFF	$200.00
Other	$1,000.00

Subtotal of state or local funds included for this school: $81,200.00

Total of federal, state, and/or local funds for this school: $84,547.00

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	-1,300.00
Title III	1334.20	1,334.20

Expenditures by Funding Source

Funding Source	Amount
District Funded	80,000.00
LCFF	200.00
Other	1,000.00
Title I	3,347.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	2,300.00
1000-1999: Certificated Personnel Salaries	50,000.00
2000-2999: Classified Personnel Salaries	20,000.00
5000-5999: Services And Other Operating Expenditures	10,200.00
5800: Professional/Consulting Services And Operating Expenditures	1,200.00
5900: Communications	847.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	50,000.00
2000-2999: Classified Personnel Salaries	District Funded	20,000.00

5000-5999: Services And Other Operating Expenditures	District Funded	10,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	200.00
5800: Professional/Consulting Services And Operating Expenditures	Other	1,000.00
0001-0999: Unrestricted: Locally Defined	Title I	2,300.00
5000-5999: Services And Other Operating Expenditures	Title I	200.00
5900: Communications	Title I	847.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,747.00
Goal 2	60,000.00
Goal 3	1,800.00
Goal 4	21,000.00

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

1 Parent or Community Members

1 Secondary Students

Name of Members	Role
Suzanne Pendergast	Other School Staff
Lizeth Bendana	Classroom Teacher
Dudley Hughes	Classroom Teacher
James Barnes	Principal
Jo Fry	Parent or Community Member
Wil Ellison	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 5/26/2023.

Attested:



Principal, James Barnes on 5/26/2023



SSC Chairperson, Jo Fry on 5/26/2023

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

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

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/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 (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/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
Carmen Daniel
Kimberly Hines
Sophia Layne

MEMORANDUM

MEETING DATE: June 8, 2023
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Assistant Superintendent, Curriculum and Instruction
Andrew Boysen, Principal, Half Moon Bay High School
Lisa Longaker, CTE Coordinator
CATEGORY: Consent/Action
ITEM TITLE: Approval of 2023-2024 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. This grant will support the Half Moon Bay High School Agriscience, Carpentry, Millwork, and Woodworking, and Digital Art & Design pathways.

This grant will provide $20,430.00 to supplement the Half Moon Bay High School Career and Technical Education (CTE) 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 $10,215 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.

Attachment: 2023-2024 Strengthening Career and Technical Education for the 21st Century Act (Perkins V),131 -Secondary Education, Grant Application

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

Approve as submitted.



Program Grant Management System (PGMS)

Cabrillo Unified (131 - Secondary)

2023-24 Application

2023-24 Section I - State Assurances and Certifications

Quick Facts Box

Allocation Amount	$20,430.00
Budgeted Amount	$20,430.00
Indirect Amount	$972.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed $0.00
Application Due Date	Friday, May 12, 2023 12:00 AM
Application Status	Submitted For Review on Apr 20 2023
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
- Perkins V Assurances and Certifications
- 2023–24 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

California Department of Education
1430 N Street
Sacramento, CA 95814

Web Policy



Program Grant Management System (PGMS)

Cabrillo Unified (131 - Secondary)

2023-24 Application

2023-24 Section II - Stakeholders

Quick Facts Box

Allocation Amount	$20,430.00
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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	Israel Castillo
Title	Coordinator Instruction, Categorical Programs/Grants, & Special Projects

Students Preparing for Non-Traditional Fields (Title IX Coordinator/Administrator)

Name	Bianca Forrester
Title	Director of Pupil and Personnel Services

Single Parent or Single Pregnant Women (Title IX Coordinator/Administrator)

Name	Bianca Forrester
Title	Director of Pupil and Personnel Services

Out-Of-Workforce Individuals (Title IX Coordinator/Administrator)

Name	Bianca Forrester
Title	Director of Pupil and Personnel Services

English Language Learners (English Learner Coordinator/Administrator)

Name	Israel Castillo
Title	Coordinator Instruction, Categorical Programs/Grants, & Special Projects

Homeless

Name	Bianca Forrester
Title	Director of Pupil and Personnel Services

Youth who are In, or who have aged out Of, the foster care system

Name	James Barnes
Title	Coordinator of Student Services

Youth with a parent who is on active duty In the military

Name	James Barnes
Title	Coordinator of Student Services

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 --	Half Moon Bay High	Building and Construction Trades --	Approved		Delete Review

	Building & Construction Trades		Cabinetry, Millwork, and Woodworking			
Andersen, Nina	Career Technical Education Teaching Credential -- Arts, Media, & Entertainment	Half Moon Bay High	Arts, Media, and Entertainment -- Design, Visual, and Media Arts	Submitted By LEA		Delete Review
Hanson, Hana Lani	Single Subject Teaching Credential -- Agriculture AND Agricultural Specialist	Half Moon Bay High	Agriculture and Natural Resources -- Agriscience	Submitted By LEA		Delete Review
Smith, Gayle	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

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Program Grant Management System (PGMS)

Cabrillo Unified (131 - Secondary)

2023-24 Application

2023-24 Section III - State Determined Performance Levels

Quick Facts Box

Allocation Amount	$20,430.00
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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 (Required)	67.20%	68.00%	68.00%	69.40%	69.40%
4S1: Non-traditional Program Concentration (Required)	20.80%	20.80%	20.80%	21.00%	21.00%
5S1: Program Quality – Attained Recognized Postsecondary Credential (Required)	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

- [x] LEA Section Sign-off

CDE Review and Sign-off

CDE Comments

- [ ] **Section Approved**

Save | Save and Continue to Section IV

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Program Grant Management System (PGMS)

Cabrillo Unified (131 - Secondary)

2023-24 Application

2023-24 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 have moved to a county wide advisory model with our SWP consortium. The most recent county wide advisory meeting was on March 6, 2023. The meeting was attended by stakeholders from education, industry and workforce development. The meeting included labor market data, an overview of the CTE programs offered in the participating districts and breakout rooms focusing on workforce readiness needs, options for workforce readiness certificates and the needs of our industry partners in this area. The meeting concluded with a question and answer session and discussion around the need in the biotech industry. We were able to add industry representation from agriculture, our largest pathway, to the county wide advisory. The Comprehensive Local Needs Assessment (CLNA) was updated based on information from this meeting and the individual pathway advisory meetings throughout the year. We have had multiple pathway specific advisory meetings for all pathways. Agriculture and Natural Resources specific advisory meetings took place on October 11, 2022, January 30, 2023 and April 13, 2023. Building and Construction Trades specific advisory meetings took place on September 26, 2023, and November 28, 2023. Our BCT teacher says he is retiring at the end of 22-23, so we will resume regular advisory meetings when we are able to hire a new teacher.
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    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, EDD, COE 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. 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 Spring of 2024. 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 our agriculture pathway, and two for our building and construction pathway in 2022-23. Our next advisory for both pathways will be in the Fall of 2023, exact date TBD. In 23-24, our new AME pathway, Digital Arts & Animation will become a complete pathway for the first time. We will need to establish an advisory committee for this pathway going forward.
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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, school board members, 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 are most conducive for attendance and getting the necessary participation from workforce development and industry. We will continue to send advance registration links, “save the date” notices, and reminders. The agenda and resources will be provided prior to the meeting to all 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 has added two new members to replace members who can no longer participate. We were able to add two new industry professionals that are also parents of current students, providing multiple levels of input. In the future, if positions change and if we receive additional recommendations, we will update the contact list and send invitations to all existing and 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 that 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 2021-22, 100% of CTE senior completers graduated, exceeding both the SDPL of 91.10% and the 90.2% school wide graduation rate (CA School Dashboard). 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 2021-22, upon graduation, (far exceeding the SDPL of 21%) 87.50% of completers were classified as nontraditional, 42.86% Latinx, 57.14% White, 42.86% socioeconomically disadvantaged (up significantly from 27.27% in 20-21), 0% as ELL, foster youth, or from single parent households. Although our student population is heavily Latinx and 100% of our Latinx completers were at one time classified as ELL, through a district wide focus on ELL proficiency, more students than ever are achieving proficiency prior to graduation and 100% of our completers were reclassified prior to high school graduation. Many of our 504 students were exited from the special education program as well. We have discovered an issue with

providing equity and access to our special needs students. While we have many special education students in our Introductory Ag courses, 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 providing extra support for the students. This model has not existed previously in other Ag courses forcing SPED students to move to Earth Science in order to get physical science credit and obtain a section with a push in teacher. This data has informed our decision making. Our new Agriscience teachers applied for and received A-G approval for an Ag earth science course for 23-24. We received enough student sign ups to run an enhanced section of this course for 23-24 giving these students the earth science credit they need and allow them to stay in the Agriscience pathway for multiple years. 3 year academic proficiency data is still largely unavailable due to lack of testing during and post Covid. Our juniors underwent CAASP testing again for the first time in the spring of 2022, so we will have academic metrics to report in all areas next year for our 2023 graduates. The only academic data available for 2022 graduates was from Lexia testing for reading proficiency. 46.15% of 2022 CTE completers scored proficient in Lexia. This is below the SDPL of 63.40%, however Lexia does not test all of the areas targeted for this metric, and the CAASP scores for our 2023 graduates will provide a more accurate metric for reading and language proficiency. The CTE completer survey of our 2022 graduates resulted in a 100% placement rate, exceeding the SDPL of 69.40%; 33% are attending a four year college or university, 50% are attending community college, technical or vocational school or certificate program. 50% of respondents are studying in the field of Agriculture and Natural Resources, 16% are in a trades pathway. 0% enlisted in the military, and 0% are incarcerated. 20% of respondents were employed full time. Of students attending postsecondary schools, 60% are employed full or part time (75% above minimum wage and 25% at minimum wage) and 40% are not employed. 50% of respondents said that the knowledge and skills attained through their high school CTE program of study helped them on the job. We aim to increase this number through a focus on workforce readiness and increased exposure to career and college options. For the 22-23 school year, enrollment in our agriculture pathway has increased due to increased course offerings, on-site middle school recruitment and integration of middle school wheel courses. We were able to hire a second Agriculture teacher to staff additional sections and we will be able to maintain two full time agriculture teachers in the department for 23-24. Through our SWP consortium grant, we have been able to provide green careers field trips to our pathway students and will extend those to our middle school students in 23-24, with our first middle school pilot taking place in May of 2023. We have been able to access additional funds through SWP to improve our developing middle school farm and garden. We have added pathways for universal access, a garden storage shed, and are installing a new greenhouse in the spring. The BCT/CMW teacher has increased project based learning using Shaper Origin machines funded by CTEIG and Perkins and began using TinkerCad in 22-23. Our CMW instructor is also currently 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, we changed the high school CMW pathway to a 2 year pathway (conc. and capstone) as students are now receiving introductory coursework at the middle school. We have struggled to get completers in this pathway, and again used this data to inform our decisions. The hope was that this change would increase the completion rates for this pathway, which we are on target to achieve. There are 17 students on track to complete at the end of 22-23, up from 2 completers for this pathway in 21-22. While these courses meet the UC/CSU G elective requirement for college preparatory electives, we found that very few students were able to complete a 3 year pathway at the high school level as they did not have room in their schedules for 3 full years in an elective pathway. 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 improvements.
(Maximum 15000 Characters ≅ 8.3 pages)

3. **Section 134(c)(2)(B)(i): Program Size, Scope, and Quality to Meet the Needs of All Students**

SIZE: We have increased from 2 CTE pathways to 3 in 22-23 and have a 4th pathway emerging for 23-24 pending teacher credentialing. Our pathways are open to all students. Agriscience, Cabinetry & Millworking, and Digital Arts are full pathways being offered for 23-24. The following are the course offerings for each pathway with the number of students registered for 23-24: Agriculture Earth Science (73), Biology and Sustainable Agriculture (38), Chemistry and Agriscience (46), Advanced Agriscience Honors (26) and Agriculture Communications and Leadership (24) . All courses are UC/CSU approved for “D” science credit with the exception of Agriculture Communications and Leadership which is approved as a “G” college preparatory elective. The agriculture department has expanded and added two additional courses for 23-24, Ag earth science and Ag Communications and Leadership. Our Digital Art and Design pathway consists of Digital Art & Design I (28) (concentrator) and is offering a second year capstone course, Digital Art & Design II (3) for the first time in 23-24. As this is a brand new pathway, it is still small and will need to be double rostered for the first year in 23-24. We have a 2 year computer science pathway in place for 23-24 pending teacher credentialing with a total of 60 students registered. The CMW pathway offers a two course sequence, CMW I (concentrator) & II (capstone). This year, there are a total of 76 students enrolled in the pathway. Our CMW teacher plans to retire at the end of the year, so this pathway may undergo transition based on our ability to hire a replacement. We have students registered for the courses for 23-24, but are in a state of transition as we are losing a teacher. SCOPE and QUALITY: Our middle school Ag program is assisting in building a pipeline of students. We are starting to see the results in increasing numbers. Our largest enrollments for 23-24 are in the Agriculture Earth Science course which is primarily freshmen. Our CMW instructor is also currently 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, we changed the high school CMW to a 2 year pathway (conc. and capstone) as students are now receiving introductory coursework at the middle school. The hope was that this would increase the completion rates for this pathway, which we are on target to achieve. There are 17 students on track to complete at the end of 22-23, up from 2 completers for this pathway in 21-22. While these courses meet the UC/CSU G elective requirement for college preparatory electives, we found that very few students were able to complete a 3 year

pathway at the high school level as they did 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. Ag staff receive a district funded SAE period and FFA advisor stipend, and a CTEIG funded extended year contract and assistant FFA advisor stipend. We have dedicated time and resources to exploring CTE credentialing to begin our AME pathway and ICT computer science pathway. Upon the retirement of our CMW teacher, we are hoping for potential expansion of Building and Construction trades with a residential and commercial construction pathway pending our ability to hire and staff this pathway. We plan to continue exploring articulation options and dual enrollment opportunities. We are applying for a CCAP dual enrollment grant in the hopes of furthering this work at our school. Our new AME pathway, and pending CS pathway have potential for dual enrollment with our partner college. None of the community colleges in our county have agriculture programs so we are hoping to find a limited partnership to meet the needs of this pathway for dual enrollment outside our county. By increasing our number of pathways and providing introductory level courses at the middle school level, we are growing CTE in our district.
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4. **Section 134(c)(2)(C): Progress Towards Implementation of CTE Programs of Study**

   In 2022-23 we offered two sub-paths and a concentrator course of a new third subpath. We have changes and improvements planned for 23-24 including adding a capstone course to make our AME Digital Arts pathway complete. The Perkins supported Sustainable Agri Sub-Path (102A) is complete with sequenced courses: #7130 Agricultural Earth Science,, #7134 Agricultural Biology and Agricultural Chemistry, #7135 Adv Agriculture, and #7110 Agricultural Communications and Leadership. This Path was modified & strengthened for 23-24 to better align with the regular science pathway, to better meet the needs of our special population students, and to provide a 4th year elective option for students who wanted to stay in the pathway all four years of high school. This also helps us to better meet the parameters for Agricultural Incentive Grant funding enabling us to increase braided funding sources for this pathway. All Ag science courses are UC/CSU “D” level lab science courses. The Ag Advisory included building a second sub path in its 5-year plan, currently being updated & expanded. The CMW Path (120) was offered as a full Pathway with the first capstone class in 21-22, and our number of completers is increasing in 22-23. The course sequence to be offered includes concentrator #7311 Cabinetry, Millwork and Woodworking I and capstone course, #7312 CMWII. These courses are US/CSU G level elective courses. Students are now receiving introductory coursework at the middle school, enabling the high school program to focus on the concentrator and capstone courses. We have a newly credentialed AME teacher who taught #7217 Digital Arts & Design I as a concentrator in 22-23. She is adding #7218 Digital Art & Design II as a capstone for 23-24. This will be a complete pathway in 23-24 (Sub-Pathway 111C). Our art department has an introductory prerequisite “Art Spectrum” course that students take before entering into any art pathway courses. This makes our capstone course a third year art course, therefore the numbers are currently small and it will be double rostered in 23-24. Our administration is supportive of CTE and is willing to consider future changes to help increase pathway numbers. We had 3 sections of non-CTE Computer Science in 2022-23 and are exploring CTE credentialing to build this into a CTE Path for Communication & Information Technologies (ICT). We have a teacher that has applied for and is waiting on a preliminary CTE credential. We will update the teacher matrix when appropriate and hope to make this into a CTE pathway for 23-24. We also secured a SWP Rd. 5 extension of our 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 pathways, the middle school programs will help us identify students' interest for future paths. Pathway 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 our advanced agriculture students and BCT students had access to iCEV curricula and certifications in 22-23. We are working with our county consortium SWP partners to develop a career readiness certificate for CTE pathway students. 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 Pathway 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 have jointly presented in several recruitment activities including 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. Although none of our 3 local community colleges offer classes that directly align with our Ag or BCT pathways,, we have been in discussion with the College of San Mateo regarding building a possible welding pathway. We are continuing to explore alignments with community colleges inside and outside of our county for agriculture.
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5. **Section 134(c)(2)(D): Improving recruitment, retention, and training of CTE teachers and paraprofessionals, including underrepresented groups**

   For 22-23, we were able to hire a second Agriculture teacher to staff additional sections and will be able to maintain two full time teachers for 23-24 based on increased student enrollment in the pathway. Our CTE Coordinator worked

with the district to approve a stipend for teachers obtaining CTE credentials. This has helped recruit current staff members to pursue CTE credentialing. We have added 1 credentialed teacher with a second pending receipt of a preliminary credential. 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. The Ag teachers have a district funded SAE release period designated for one on one support and supervision of students and an FFA advisor stipend. We also provide a second CTEIG funded assistant FFA advisory stipend, and a .2 extended contract also funded by CTEIG for the extra work that these teachers do outside their 1.0 contract in order to run and supervise a robust CTSO FFA chapter. The 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, complete Ag projects, construction projects, and demonstrate their skills at competitions, fairs and shows. Mentors support students in WBL activities such as Farm Power, Tractor and Equestrian teams, and we have students beginning public speaking competitions. Two of our students recently placed 1st and 3rd at the regional level in the first FFA Spanish speaking creed competition and are on their way to compete at the state level competition soon. Teachers, the CTE Coordinator and counselors bring in speakers and utilize LMI information to inform students about opportunities; included are 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. The CTE Coordinator and Assistant Principal continue to work with our CALPADS Coordinator and key staff to try to develop a system to document, record and report the new College and Career Inventory WBL data. This is a work in progress as CALPADS is still unclear about specifics around hours required and data entry requirements. Ag program students record WBL hours and project information in the AET. We hope to incorporate a similar system for other pathways and are working with our SWP consortium partners on this as it is a challenge for all districts in our county. (Maximum 5000 Characters ≅ 2.78 pages)

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;**

    In 21-22, our CTE Coordinator 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 problem persisted in 22-23 as we did not have enough SPED students rostered to offer an enhanced higher level course for 22-23. This data has informed our decision making. We have made changes to our pathway to help remedy this situation. The agriculture department has expanded and added two additional courses for 23-24, and both courses have received A-G approval. Agricultural Earth Science provides an equivalent opportunity to the regular science pathway for students to receive physical science credit within the Ag pathway, thus enabling them to stay in the pathway rather than jumping to regular earth science. We will also be offering an enhanced section of this course to meet the needs of our special population students in 23-24. We have 73 students registered for this course for next school year, showing that it is a positive and much needed option for our students and special populations. One of the sections for 23-24 will have a push-in SPED teacher. CTE is open to all students with no structural barriers at the introductory level and beyond. 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. 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 CTSO/FFA teams, the SAE period, extended 12-mo contract, and FFA advisory/ext yr stipend. Ag serves a large majority of non-trad students. We need to better identify barriers to access for females in BCT and employ strategies to improve participation. 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. The State non-trad target is 21%. 87.5% of Ag pathway completers for 21-22 were nontraditional. Nontraditional representation in BCT is an ongoing issue to be addressed. Current enrollment for 22-23 shows a total of 76 students enrolled in pathway courses with 10 (13%) being

nontraditional indicating that females are underrepresented by 7% under the state target. Of students on track to complete the pathway in 22-23, 11.8% are nontraditional, 8.2% below the state target. This has been a topic of discussion in our BCT advisory meetings. Females are historically underrepresented in the trades and continue to be. We have taken steps in an effort to increase awareness, such as bringing in female guest speakers from the trades. We are hoping this will help increase nontraditional enrollment in this pathway. CTSO teams and mentor supported programs show a trend of motivating non-traditional participation and non-traditional skills development. We plan to improve our data collection and analysis to identify gaps and barriers and 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 spring of the 22-23 school year and fall of 23-24.
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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 has expanded our work with equity focused professional development. We are diving 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 continue to train teachers and counselors on college and career tools such as the SWP funded CA Career Zone platform. We continue 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. Through one of our SWP consortium grants, we have been able to offer green career focused field trips for all of our pathways. In addition, our digital arts students were able to visit the digital media program at our local community college as well as other career focused field trips. 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 are extending our green careers field trips to the middle school level for 23-24. Our CTE Coordinator has organized monthly sector career panels that students can attend during their advisory period. We have participated in multiple K-12 SWP consortium grants in rounds 1,2, 3 and 5. Our Ag and our BCT Advisory 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 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. We are expanding the 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 and exploring certifications for all sectors, in addition to workforce readiness certifications for all students.
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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 monthly career panels have been heavily attended by our special population students. One of our special ed. teachers brought her entire class to our most recent trades panel and other teachers are starting to do the same which is increasing awareness and student participation. We have a former SPED student who completed the San Mateo County Trades Introduction Program and is now in an electrical apprenticeship who has offered to participate and share his story with our students. The panels are open to the entire student body including all CTE pathway students. Our CTE Coordinator has been working closely with our Community Service Coordinator to expand relevant service learning opportunities for students. Our Ag and BCT Advisories 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 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. We are expanding the 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 recent changes in course offerings in our Agriscience program will provide more opportunities within CTE to assist our special population students in meeting their A-G and graduating requirements. 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 & certifications per our Ag 5-yr Plan, and exploring certifications for all sectors, in addition to soft skills/workforce readiness certifications for all students.
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7. **Section 134(c)(2)(B)(ii): Alignment to Labor Market Information**

Our partnerships in four CTE consortia including our community colleges, assist us in identifying viable labor market driven pathways and strategies for student success. Our employer advisories are critical in reporting local labor market needs. 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 Ranch 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 enough people. There is low supply and high demand of skilled workers. 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 2023 is $20.71/hr and $29.25/hr. for veterinary technicians. Computer Science (ICT) and technology skills are an identified need in Agriculture. The Centers of Excellence did a sector workforce study for construction in the Spring of 2022 with significant findings. The occupational demand in the industry is growing and the trades are facing extreme shortages as the number of young people entering the workforce is not keeping pace with the number of retirees expected to leave the industry in the coming years. The construction laborers occupation represents 23% of the top ten occupations' projected growth rates. As California moves away from natural gas and petroleum production and integrates more renewable energy, green careers in this industry are expected to grow exponentially. Although technology will alleviate some construction workforce demand, employers are still suffering from a significant workforce shortage compounded by an aging workforce that is retiring at greater rates than anticipated; a suspected outcome of the pandemic. The top three "must have" skills qualified construction workers need to possess as identified by this study are the ability to use power and hand tools, mathematical skills, technical problem solving,and a working knowledge of OSHA standards and practices. Employers surveyed for the study felt their employees meet necessary education levels, that experience was a priority over education, and that relevant skills are acquired through experience rather than education. These findings support CTE programs that offer students the opportunity to develop transferable industry skills and career readiness. 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. Floral (event industries) are expanding again as COVID restrictions are loosened and large scale events become commonplace again. 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 preparing students for careers as contractors, carpenters, or woodworkers. The BCT sector will always have 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.
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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.**

    1. 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. Our Agriscience, Cabinetry and Millworking, and Digital Arts pathways will be supported by this Perkins grant in 23-24. The 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, ICT-Computer Science, broadcasting, and welding with non-Perkins support for CTE credentialing to make these into CTE pathways. At the recommendation of our industry professionals, we hope to add Residential and Commercial Construction to our Building and Construction pathway pending teacher hiring and credentialing. 2. We are part of an NCAP consortium that was awarded round 1 and 3 K-12 SWP grants supporting our Agriculture program. Unfortunately, our round 5 application was not funded. Our consortium plans to apply again in round 6 and hopes to be funded again as this grant has provided a great deal of support for professional development and CTSO activities for our agriculture program. We will try to fund these activities with Perkins, CTEIG and AIG funding in the interim, increasing our need from these funding sources. We also partner in a county consortium which was 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. We have received a round 5 extension to the STEM grant, "Teen to Green Careers," 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 23-24. The Agriculture module is directly benefiting our high school Agriculture pathway. The Engineering and Architecture module has increased enrollment in our Building and Construction pathway. 3. 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. Our Ag and our BCT Advisory 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. Our partner SWP consortia that include workforce development representation and other stakeholders with which we partner establish goals that guide us when applying for funding opportunities. Our consortia is currently working on the development of a countywide workforce readiness certificate for our pathway completers. Career development coursework and activities are built into the curriculum in all pathways. We are working to increase career exposure through increased guest speakers, career panels, career related field trips, and WBL opportunities. 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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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 classes because they satisfy “D” lab science requirements. 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 pathways (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. Our high school applied and received approval for 11 additional a-g courses in 22-23, 3 of which were CTE courses. This increases options for all of our students in achieving A-G completion. CUSD will continue to work with its industry and other stakeholders as well as with its consortia partners to improve academic and technical skills. All Ag courses are UC/CSU D Level lab sciences. The BCT/CMW courses are all UC/CSU G college preparatory electives. Digital Art & Design courses give students F fine arts credit. 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 (Ag) 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, the 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. 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 applying for a CCAP grant in partnership with our local community college to identify potential dual enrollment courses and pathways. Dual enrollment is relatively new to our district and needs to be a piece of the puzzle to launch, expand/redesign, develop and deliver extensive career Paths while addressing academic achievement gaps and issues of equity and diversity for all students. This partnership will increase dual enrollment and strengthen partnerships between the districts and colleges, expanding access to college and livable wage careers for disproportionately impacted students.Through a round 3 consortium grant, Equity and Access in Dual Enrollment, we are providing equity training for all CTE teachers, counselors, administrators 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. Our county consortium is also providing important workplace safety training for all CTE teachers and related staff connected with WBL.

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 pathways 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 population students in trades introductory programs to illustrate other potential career and educational paths. We will collaborate with middle school teachers, administrators, 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. We continue to offer these courses with embedded support for our special populations annually and are hoping to extend the co-teaching model to dual enrollment courses as they are developed. 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. In 22-23, this was extended to monthly sector career panels including AME, Business and Finance, ICT/STEM, Health Science and Medical Technology, BCT and Public Service careers. Our end of the year job fair is a culminating event providing part and full time job opportunities and careers for all students with a section specifically for graduating seniors entering the workforce. 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 classes so that all students have equity of access. In general, some students who do not have protective factors at home/personally from trauma whether they are in enhanced classes 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 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 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. Agriculture teachers have a release period designated for 1 on 1 support and supervision of students and an FFA advisor stipend with an extended .2 contract and assistant FFA advisor stipend paid by CTEIG. 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. Covid made CTSO travel and participation very difficult and it was hard to get students motivated for CTSO participation again. Our new teachers are doing an excellent job getting students reaquainted and involved with FFA. Teachers and counselors bring in speakers and utilize LMI information to inform students about opportunities. These labor market 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. Students intern with many of these

businesses. 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. We are applying for a CCAP dual enrollment grant in the hopes of furthering this work at our school and expanding our partnership with our local community college to increase dual enrollment opportunities for our students. Our new AME pathway, and pending CS pathway have potential for dual enrollment with our partner college. None of the community colleges in our county have agriculture programs so we are hoping to develop a limited partnership for dual enrollment outside our county to meet the needs of this program. CUSD will continue to work with its industry and other stakeholders as well as with those within our partner consortia to improve academic and technical skills and identify possible articulations that align with our pathways. When building new pathways, alignment with postsecondary options will be considered. Our Computer Science (ICT) pathway is pending teacher credentialing to become a new CTE pathway for 23-24. We are also exploring credentialing for a Production and Managerial Arts pathway. The emerging Computer Science Path has industry experts that volunteer in the classroom helping students and providing career information and guidance. Both emerging pathways 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, our counseling team, and the science program is unique in that it fully supports Ag. The Science program and Ag pathway 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. Students often take both Ag and BCT concurrently or consecutively. All Ag science 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. Digital Art & Design courses are F level fulfilling UC/CSU college admission requirements for fine arts. In our pending ICT Computer Science pathway, students receive G elective credit for the concentrator course and C mathematics credit for the capstone course. The five San Mateo County High School Districts (SMC) consortia including three partner San Mateo County Community Colleges, with the support of a round 3 K-12 SWP grant- Equity and Access Toward Dual Enrollment, continues 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 to provide equity training for all CTE teachers and related staff is happening in spring and fall of 2023. Curriculum development and alignment will take part through powerful engagement and facilitation across 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 and out of area universities 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 the Cal Poly and Chico State Ag teachers job boards and other Ag credentialing programs for job postings. Our CTE Coordinator works with the CDE Ag Regional Supervisor to recruit and provide teacher support. The 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 FFA Advisor stipends significantly improved recruitment and retention resulting in hiring a second full time CTE Ag teacher in 22-23. 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 administration is very supportive and our superintendent, assistant principal, and CTE Coordinator all participated in the 2023 FFA Administrator Experience 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. 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. 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. Additional PD for pathway teachers and substitutes for teachers to attend PD are provided by Perkins, CTEIG and SWP grants. 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.**

   Our Ag Program has the highest outcomes. It is easier to assess than other pathways given that 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 2021-22, 100% of CTE senior completers graduated, exceeding both the SDPL of 91.10% and the 90.2% school wide graduation rate (CA School Dashboard). 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 2021-22, upon graduation, 87.50% of completers were classified as nontraditional (far exceeding the SDPL of 21%), 42.86% Latinx, 57.14% White, 42.86% socioeconomically disadvantaged (up significantly from 27.27% in 20-21), 0% as ELL, foster youth, or from single parent households. Although our student population is heavily Latinx and 100% of our Latinx completers were at one time classified as ELL, through a district wide focus on ELL proficiency, more students than ever are achieving proficiency prior to graduation and 100% of our completers were reclassified prior to high school graduation. Many of our 504 students were exited from the special education program as well. Our new Agriscience teachers applied for and received A-G approval for an Ag earth science course for 23-24. We received enough student sign ups to run an enhanced section of this course for 23-24 providing the opportunity for special population students to receive the earth science credit and support they need while allowing them to stay in the Agriscience pathway for multiple years. 3 year academic proficiency data is still largely unavailable due to lack of testing during and post Covid. Our juniors underwent CAASP testing again for the first time in the spring of 2022, so we will have academic metrics to report in all areas next year for our 2023 graduates. The only academic data available for 2022 graduates was from Lexia testing for reading/language proficiency. 46.15% of 2022 CTE completers scored proficient in Lexia. This is below the SDPL of 63.40%, but Lexia only tests reading level and does not test all of the areas targeted for this metric. The CTE completer survey of our 2022 graduates resulted in a 100% placement rate, exceeding the SDPL of 69.40%; 33% are attending a four year college or university, 50% are attending community college, technical or vocational school or certificate program. 50% of respondents are studying in the field of Agriculture and Natural Resources, 16% are in a trades pathway. 0% enlisted in the military, and 0% incarcerated. 20% of respondents were employed full time. Of students attending postsecondary schools, 60% are employed full or part time (75% above minimum wage and 25% at minimum wage) and 40% are full time students who are not employed. 50% of respondents said that the knowledge and skills attained through their high school CTE program of study helped them on the job. We aim to increase this number through a focus on workforce readiness and increased exposure to career and college options. We are expanding our paths to serve more students in CTE. Numbers in our agriculture pathway have grown exponentially, and we are adding new pathways annually. 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 but have not served many nontraditional students in our Cabinetry, Millwork & Woodworking Path. Our advisory industry experts agree that this is a problem in the trades and overall BCT industry, not just in our pathway. We are working to identify female role models in the industry and look at other strategies to increase access for non-traditional students. We sought out female panelists for our trades career panel in March. 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 pathway related courses that feed into our high school pathways is increasing participation and performance. The middle school opted to integrate CTE STEM modules into their rotating wheel elective courses in order to serve all students to assure equity and access. Plans for future CTE classes at the middle school include engineering and robotics for 23-24. We are grateful for the increase in Perkins funding we will receive in 23-24. It is unfortunate that as a small LEA, our Perkins funding is very low compared to other districts, and that this amount will not grow significantly as we expand our pathway offerings and serve more students in CTE.
   (Maximum 5000 Characters ≅ 2.78 pages)

LEA Sign-off

- [x] 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
1430 N Street
Sacramento, CA 95814



Program Grant Management System (PGMS)

Cabrillo Unified (131 - Secondary)

2023-24 Application

2023-24 Section V - Budget Builder

Quick Facts Box

Allocation Amount	$20,430.00
Budgeted Amount	$20,430.00
Indirect Amount	$972.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed $0.00
Application Due Date	Friday, May 12, 2023 12:00 AM
Application Status	Submitted For Review on Apr 20 2023
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.	$500.00	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 travel, and professional development/conferences/workshops including FFA.	$2,500.00	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	Associated benefits for substitutes for teacher attendance at professional development, CTSO events and travel, conferences and workshops including FFA.	$500.00	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.	$100.00	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.	$6,830.00	Detail

6	Section 134(c)(2)(B)(i): Program Size, Scope, and Quality to Meet the Needs of All Students	General Population (all CTE participants)	Across All Sites	Across Multiple Sectors	Across Multiple Pathways	5000 Services/Operating Expenses	Travel & Convention	(B) Professional Development	Travel expenditures for conferences and travel for CTE coordinator, administrators and CTE teachers including Educating for Careers Conference and FFA administrator experience.	$2,000.00	Detail
7	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	5000 Services/Operating Expenses	Travel & Convention	(B) Professional Development	Registrations and hotels for students and advisors for CTSO events and travel.	$7,000.00	Detail
8	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.	$1,000.00	Detail
9	N/A	N/A	Cabrillo Unified / Half Moon Bay High	Agriculture and Natural Resources	Agriscience	N/A	N/A	N/A	N/A	$.00	Detail
10	N/A	N/A	Cabrillo Unified / Half Moon Bay High	Building and Construction Trades	Cabinetry, Millwork, and Woodworking	N/A	N/A	N/A	N/A	$.00	Detail
									Total	**$20,430.00**	

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



Program Grant Management System (PGMS)

Cabrillo Unified (131 - Secondary)

2023-24 Application

2023-24 Section VI - Budget Viewer

Quick Facts Box

Allocation Amount	$20,430.00
Budgeted Amount	$20,430.00
Indirect Amount	$972.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed $0.00
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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	$2,500.00	$0.00	$0.00	$0.00	$500.00	$0.00	$0.00	**$3,000.00**
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	$500.00	$0.00	$0.00	$0.00	$100.00	$0.00	$0.00	**$600.00**
4000 Books/Supplies	$6,830.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	**$6,830.00**
5000 Services/ Operating Expenses	$0.00	$9,000.00	$0.00	$1,000.00	$0.00	$0.00	$0.00	$0.00	**$10,000.00**
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	**$6,830.00**	**$12,000.00**	**$0.00**	**$1,000.00**	**$0.00**	**$600.00**	**$0.00**	**$0.00**	**$20,430.00**

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	$500.00	$.00	$.00	$2,500.00	$.00	$.00	$.00	$3,000.00
3000 Employee Benefits	$100.00	$.00	$.00	$500.00	$.00	$.00	$.00	$600.00
4000 Books/Supplies	$.00	$.00	$.00	$6,830.00	$.00	$.00	$.00	$6,830.00
5000 Services/Operating Expenses	$.00	$.00	$2,000.00	$7,000.00	$.00	$1,000.00	$.00	$10,000.00
	$600.00	**$0.00**	**$2,000.00**	**$16,830.00**	**$0.00**	**$1,000.00**	**$0.00**	**$20,430.00**

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 IIndividuals	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	$3,000.00	$.00	$.00	$.00	$.00	$.00	$.00	$.00	$.00	$.00	$3,000.00
3000 Employee Benefits	$600.00	$.00	$.00	$.00	$.00	$.00	$.00	$.00	$.00	$.00	$600.00
4000 Books/Supplies	$6,830.00	$.00	$.00	$.00	$.00	$.00	$.00	$.00	$.00	$.00	$6,830.00
5000 Services/Operating Expenses	$10,000.00	$.00	$.00	$.00	$.00	$.00	$.00	$.00	$.00	$.00	$10,000.00
	$20,430.00	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$20,430.00**

Continue to Section VII

California Department of Education
1430 N Street
Sacramento, CA 95814



Program Grant Management System (PGMS)

Cabrillo Unified (131 - Secondary)

2023-24 Application

Local CTE Program Changes Update

Quick Facts Box

Allocation Amount	$20,430.00
Budgeted Amount	$20,430.00
Indirect Amount	$972.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed $0.00
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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 have added an AME digital arts pathway that will be supported by this grant that will be a full pathway with the first capstone course offered in 23-24. We have also added two new courses to our Agriscience pathway, Ag Earth Science and Agricultural Communications and Leadership. We also changed the course titles and sequences in our Agriscience pathway to be more clear to students and families and to better align with the course offerings in the regular science pathway.

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

California Department of Education
1430 N Street
Sacramento, CA 95814

Web Policy

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
Carmen Daniel
Kimberly Hines
Sophia Layne

MEMORANDUM

MEETING DATE: June 08, 2023
TO: Members of the Board Governing
FROM: Sean McPhetridge, Ed.D., Superintendent
James Barnes, Coordinator of Student Services
Andrew Boysen, Principal, Half Moon Bay High School
CATEGORY: Consent/Action
ITEM TITLE: Designation of Representatives to the California Interscholastic Federation League for the 2023-24 School Year

BACKGROUND INFORMATION

The Education Code gives the authority for high school athletics to Governing Boards and requires that the Boards designate their representatives to California Interscholastic Federation (CIF) leagues. (Ed. Code 33353(a)(1))

REPORT/PROPOSAL

The designation/appointment of a representative to the CIF league is required each year. The Half Moon Bay High School representatives to the CIF league for the 2023-24 school year are Mr. Andrew Boysen, Principal, and Ms. Deanna Tower, Assistant Principal. Ms. Jennifer Shuen, Assistant Principal, will also serve as the alternate.

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

Staff recommends approval of representatives to the California Interscholastic Federation League for the 2023-24 school year.

TO: SUPERINTENDENT OF PUBLIC SCHOOLS
PRINCIPAL OF PRIVATE SCHOOLS

FROM: RON NOCETTI, EXECUTIVE DIRECTOR

RE: FORM TO RECORD DISTRICT AND/OR SCHOOL REPRESENTATIVES TO LEAGUES

DATE: APRIL 1, 2023

Enclosed is a form upon which to record your district and/or school representatives to leagues for **next year, 2023-2024**. It is a form sent every year to you in order to obtain the names of league representatives to every league in the state and to make sure that the league representatives are designated by school district or school governing boards. **It is a legal requirement that league representatives be so designated.**

The education code gives the authority for high school athletics to high school governing boards. The code also requires that the boards, after joining CIF, designate their representatives to CIF leagues. This is a necessity! (Ed. Code 33353 (a) (1))

We are asking that, after action by the governing board, you **send the names of league representatives to your CIF Section office**. Obviously, the presumption behind this code section is that the representatives of boards are the only people who will be voting on issues, at the league and section level, that impact athletics.

If a governing board does not take appropriate action to designate representatives or this information is not given to Section offices within the required time frame, CIF is required to suspend voting privileges (CIF Constitution, Article 2, Section 25, p. 18) for the affected schools.

At the State Federated Council level, we will be asking that Sections verify that their representatives are designated in compliance with this Ed. Code section.

I hope this gives you a bit of background. Thank you for all you do to help support high school athletics. It is a valuable program in all high schools, and we appreciate the support you give to the program and to CIF.

Please return the enclosed form no later than June 28, 2023, directly to your CIF Section Office. Addresses of each section are listed on the back of the form. Please contact us if we can give you further information.

2023-2024 Designation of CIF Representatives to League

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE (ADDRESSES ON REVERSE SIDE) no later than June 28, 2023.**

Cabrillo Unified School District/Governing Board at its June 8, 2023 meeting,
(Name of school district/governing board) (Date)

appointed the following individual(s) to serve for the 2023-2024 school year as the school's league representative:

PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES

NAME OF SCHOOL Half Moon Bay High School
NAME OF REPRESENTATIVE Sean Mcphetridge POSITION Superintendent
ADDRESS 498 Kelly Ave CITY Half Moon Bay ZIP 94019
PHONE 650-712-7100 FAX 650-638-8447 E-MAIL mcphetridges@cabrillo.k12

****

NAME OF SCHOOL Half Moon Bay High School
NAME OF REPRESENTATIVE Andrew Boysen POSITION Principal
ADDRESS 1 Lewis Foster Dr CITY Half Moon Bay ZIP 94019
PHONE 650-712-1200 FAX 650-712-7232 E-MAIL boysena@cabrillo.k12.ca.us

****

NAME OF SCHOOL Half Moon Bay High School
NAME OF REPRESENTATIVE Deanna Tower POSITION Vice Principal
ADDRESS CITY Half Moon Bay ZIP 94019
PHONE 650-712-1200 FAX 650-712-7232 E-MAIL towerd@cabrillo.k12.ca.us

****

NAME OF SCHOOL Half Moon Bay High School
NAME OF REPRESENTATIVE Jennifer Shuen POSITION Vice Principal
ADDRESS 1 Lewis Foster Dr CITY Half Moon Bay ZIP 94019
PHONE 650-712-1200 FAX 650-712-7232 E-MAIL shuenj@cabrillo.k12.ca.us

If the designated representative is not available for a given league meeting, an alternate designee of the district governing board may be sent in his/her place. **NOTE:** League representatives from public schools and private schools must be designated representatives of the school's governing boards in order to be eligible to serve on the section and state governance bodies.

Superintendent's or Principal's Name _____ Signature _____

Address 498 Kelly Ave City Half Moon Bay Zip 94019

Phone 650-712-7100 FAX 650-712-7232

PLEASE RETURN THIS FORM DIRECTLY TO THE CIF SECTION OFFICE.

SEE FOLLOWING PAGE FOR CIF SECTION OFFICE CONTACT INFORMATION.

CIF SECTION OFFICES

CIF CENTRAL SECTION
Ryan Tos, Commissioner
P.O. Box 427
Kingsburg, CA 93631
Phone: (559) 781-7586
Email: kellyjones@cifcs.org

CIF CENTRAL COAST SECTION
David Grissom, Commissioner
333 Piercy Road
San Jose, CA 95138
Phone: (408) 224-2994
Email: dgrissom@cifccs.org

CIF LOS ANGELES SECTION
Vicky Lagos, Commissioner
10660 White Oak Avenue, Suite 216
Granada Hills, CA 91344
Phone: (818) 767-0800
Email: vlagos@cif-la.org

CIF NORTH COAST SECTION
Pat Cruickshank, Commissioner
5 Crow Canyon Court, Suite 209
San Ramon, CA 94583
Phone: (925) 263-2110
Email: slivingston@cifncs.org

CIF NORTHERN SECTION
Scott Johnson, Commissioner
2241 St. George Lane, Suite 2
Chico, CA 95926
Phone: (530) 343-7285
Email: sjohnson@cifns.org

CIF OAKLAND SECTION
Franky Navarro, Commissioner
1000 Broadway, Ste. 150
Oakland, CA 94607
Phone: (510) 879-2846

CIF SAC-JOAQUIN SECTION
Michael Garrison, Commissioner
P.O. Box 289
Lodi, CA 95241
Phone: (209) 334-5900
Email: kjohnson@cifsjs.org

CIF SAN DIEGO SECTION
Joe Heinz, Commissioner
3470 College Avenue
San Diego, CA 92115
Phone: (858) 292-8165
Email: scandia@cifsds.org

CIF SAN FRANCISCO SECTION
Gail Barksdale, Commissioner
555 Portola Drive, Bungalow 2
San Francisco, CA 94131
Phone: (415) 920-5185
Fax: (415) 920-5189

CIF SOUTHERN SECTION
Rob Wigod, Commissioner
10932 Pine Street
Los Alamitos, CA 90720
Phone: (562) 493-9500
Email: sharonh@cifss.org

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
Carmen Daniel
Kimberly Hines
Sophia Layne

MEMORANDUM

MEETING DATE: June 8, 2023
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 2023-24

Jorge Mendoza, School Psychologist, effective date August 1, 2023.

Ashley Waggle, Principal, Hatch Elementary School, effective July 1, 2023.

2. OFFERS OF PROBATIONARY EMPLOYMENT

Emily Baker, Spanish Teacher, Half Moon Bay High School, effective August 14, 2023.

Nerea Gonzalez Hernandez, Elementary Immersion Teacher, Hatch Elementary School, effective August 14, 2023.

Hope Hirst, English Teacher, Half Moon Bay High School, effective August 14, 2023.

Hector Moreno, Mathematics Teacher, Half Moon Bay High School, effective August 14, 2023.

Irene Sotoca Sotoca, Elementary Immersion Teacher, effective August 14, 2023.

Maritza Villegas Huerta, Mathematics Teacher, Half Moon Bay High School, effective August 14, 2023.

3. RESIGNATIONS

Jerre Delaney, Education Specialist, effective June 2, 2023.

Steven Francis, Teacher, Cunha Intermediate School, effective June 2, 2023.

Laura Jasso, Counselor, Half Moon Bay High School, effective June 2, 2023.

Angela Work, Teacher, Hatch Elementary School, effective June 2, 2023.

4. RETIREMENTS

Jan McFarland Brown, Elementary Teacher, Farallone View Elementary, effective June 2, 2023. Ms.

McFarland Brown was hired by the District on August 25, 1997.

Monica Hart-Nolan, Elementary Teacher, Hatch Elementary School, effective June 2, 2023. Ms. Hart-Nolan was hired by the District on September 12, 1985.

FISCAL ANALYSIS

The financial impact is included in the budget.

RECOMMENDATION

Approve as submitted.

CABRILLO UNIFIED SCHOOL DISTRICT

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MEMORANDUM

MEETING DATE: June 8, 2023
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 Classified Personnel Report

BACKGROUND INFORMATION

The following personnel items are submitted for your ratification/approval.

1. OFFER OF EMPLOYMENT FOR THE 2022-2023 SCHOOL YEAR

Carlos Marquez Gonzalez, Custodian II, El Granada Elementary School, effective May 26, 2023.

2. RESIGNATION

Jorge Betancourt, District Computer Technician, effective June 2, 2023.

Judith Cortes, Expanded Learning Supervisor, effective March 27, 2023.

Javier Galindo, III, Custodian II, Hatch Elementary School, effective April 28, 2023.

Shilpa Odedra, Yard Duty Supervisor, Farallone View School, effective June 2, 2023.

FISCAL ANALYSIS

The financial impact is included in the budget.

RECOMMENDATION

Approve as submitted.

CABRILLO UNIFIED SCHOOL DISTRICT

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MEMORANDUM

MEETING DATE: June 8, 2023
TO: Members of the Governing Board
FROM: Bianca Forrester, M.A. Ed., Director of Personnel and Pupil Service
CATEGORY: Consent/Action
ITEM TITLE: Approval of the MOU for Community Relations Assistants

BACKGROUND INFORMATION

The following personnel items are submitted for your ratification/approval.

The California School Employees Association (CSEA) and its Chapter 485 have come to an agreement with Cabrillo Unified School District. The parties acknowledge the Community Relations Assistant position was formerly known as the Community Liaison and hereby agree to formally change the title of the position to Community Relations Assistant. The parties also agree to change the Community Relations Assistants' work calendar.

REPORT/PROPOSAL

Starting in the 2022-23 fiscal year, Community Relations Assistants will be assigned to work a 185-day work calendar. In 2022-23 only, Community Relations Assistants shall work the five (5) workdays immediately after students' last school day. Starting in the 2023-24 fiscal year, Community Relations Assistants will be assigned to work a 190-day work calendar. Community Relations Assistants shall work the five (5) workdays immediately preceding students' first day of school and the five (5) workdays immediately after students' last day of school. Details of this can be found in the CUSD/CSEA Memo of Understanding dated October 19, 2022, which is included with this memo.

FISCAL ANALYSIS

The financial impact is accounted for in the Local Control and Accountability Plan (LCAP) budget.

RECOMMENDATION

Approve as submitted.

MEMORANDUM OF UNDERSTANDING

BETWEEN

CABRILLO UNIFIED SCHOOL DISTRICT

AND

CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION AND ITS CABRILLO CHAPTER 485

The parties agree to the following with regard to unit members serving in the Community Relations Assistant (formerly known as Community Liaison) classification:

1. Starting in the 2022-2023 fiscal year, Community Relations Assistants will be assigned to work a 185-day work calendar. In 2022-2023 only, Community Relations Assistants shall work the five (5) workdays immediately after students' last day of school.

2. Starting in the 2023-2024 fiscal year, Community Relations Assistants will be assigned to work a 190-day work calendar. Community Relations Assistants shall work the five (5) workdays immediately preceding students' first day of school, and the five (5) workdays immediately after students' last day of school.

3. Community Relations Assistants will be assigned a consistent daily schedule for all weekdays except for one weekday (e.g. Wednesdays). The specific weekday with an alternative schedule shall be designated by the site principal at the start of the Community Relations Assistant work calendar. Any change to that designated weekday shall only occur upon mutual agreement between the unit member and the site principal. On the designated weekday, Community Relations Assistant may be asked to work alternative hours to end no later than 8pm. If there is no identified need or directive for a Community Relations Assistant to work alternative hours on the designated weekday, then the unit member may work their regular weekday schedule.

4. Community Relations Assistants may be asked to work an event that goes beyond 8pm for which they would be entitled to overtime pay under Section 5.6 of the CBA. Such overtime work may be refused by the unit member.

5. The parties acknowledge that the Community Relations Assistant position was formerly known as the Community Liaison, and hereby agree to formally change the title of the position to Community Relations Assistant. The parties agree that the seniority date of any Community Relations Assistant affected by said title change will not be impacted. The parties further agree to the modifications set forth in the attached job description for the Community Relations Assistant position, a true and correct copy of which is attached hereto as **Exhibit A**.

6. The parties agree that this MOU supersedes any prior signed agreement or MOU regarding the matters described herein.

7. This MOU is entered into voluntarily, is final and binding on the parties, and satisfies the District's obligation to meet and negotiate the matter described herein.

Signed on this date 19th day of October 2022.

FOR CSEA

Diane Paoli, CSEA Ch 485 President

FOR THE DISTRICT

Bianca Forrester, Director of Personnel and Pupil Services

CABRILLO UNIFIED SCHOOL DISTRICT

CLASS TITLE: SCHOOL/COMMUNITY RELATIONS ASSISTANT

BASIC FUNCTION:

Under the direction of a school principal, communicate with parents, teachers and administrators regarding attendance and other issues regarding identified students; provide assistance to school families and promote student and parent involvement in school and District programs, services and activities; translate a variety of communications.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

- Advise parents and students regarding regular attendance, providing information concerning school rules and regulations; make referrals to appropriate school and District programs and services
- Communicate school concerns such as truancy, attitude, health issues to parents and community concerns to school; assist parents in communicating individual concerns in meetings with Principal or others
- Promote parent and child participation in school by assuring dissemination of information; provide both parent and child with identifiable reference source and encourage parent involvement in school activities and classes
- Assist administrators, teachers and others by translating verbal conversations and written communications
- Administer language proficiency tests to limited and non-English speaking students
- Make home visits to provide information to parents, investigate home situations and explain rules, regulations, procedures and forms; refer local resources to parents as necessary
- Contact police agencies, probation officers, social service organizations and others to exchange information and discuss concerns regarding individual students
- Translate for parent/teacher conferences; translate for various school communications including notices, phone calls, official school documents, letters and others; translate report cards and comments as needed
- Prepare and maintain records, reports and documentation including home visit reports, translations, memoranda, correspondence and meeting notifications
- Attend workshops and conferences related to the needs and concerns of ethnic and minority groups

OTHER DUTIES:

- Assist office staff in various tasks such as attendance, immunizations, registration, phone calls and receiving visitors for identified students

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- School attendance policies and procedures
- Cultural background of minority, ethnic and disadvantaged groups
- Correct oral and written usage of English and a designated second language
- Interpersonal skills using tact, patience and courtesy
- Telephone techniques and etiquette
- Applicable sections of State Education Code and other applicable laws
- Oral and written communication skills

ABILITY TO:

- Promote school/community relations
- Assist parents and students in resolving school/student related problems
- Read, write, translate and interpret English and a designated second language
- Promote parent and child participation in school

- Utilize a second designated language to communicate with students and parents both orally and in writing
- Assist administrators, teachers and others by translating verbal conversations and written communications
- Learn District organization, operations, policies and objectives
- Work independently with little direction
- Communicate effectively both orally and in writing
- Establish and maintain cooperative and effective working relationships with others
- Work effectively in a multi-ethnic setting
- Review situations and determine an effective course of action
- Work confidentially with discretion
- Read, interpret, apply and explain rules, regulations, policies and procedures
- Maintain records and prepare reports
- Type or input data at an acceptable rate of speed
- Plan and organize work

EDUCATION AND EXPERIENCE:

Any combination equivalent to: graduation from high school and two years experience working with the at risk population.

LICENSES AND OTHER REQUIREMENTS

- Valid California driver's license
- Incumbents are required to use personal vehicle and provide proof of insurance

WORKING CONDITIONS:

ENVIRONMENT:

- Classroom and students' home environment
- Driving a vehicle to conduct work

PHYSICAL ABILITIES:

- Dexterity of hands and fingers to operate office equipment
- Hearing and speaking to exchange information
- Walking to enter homes of students
- Reaching to retrieve and maintain files
- Seeing to read and assure accuracy to records and reports
- Ability to lift 40 pounds

CABRILLO UNIFIED SCHOOL DISTRICT

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GOVERNING BOARD
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Lizet Cortes
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Kimberly Hines
Sophia Layne

MEMORANDUM

MEETING DATE: June 8, 2023
TO: Members of the Governing Board
FROM: J Jesús Contreras, Ed.D., 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 the 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.

May 11, 2023 Board Meeting
Summary Site Donations

Site	Items	Donor	Amount	Site Total Donations
HMBHS	Money for the HMB Brewery Co. Scholarship	The Brewery in Half Moon Bay	$10,000	
HMBHS	Money for the Coastside Running Club Scholarship	Karin Joy	$25	
HMBHS	Money for the Coastside Running Club Scholarship	Marcia S. Moriarty	$150	
HMBHS	Money for the Coastside Running Club Scholarship	Dan Kennedy	$30	
HMBHS	Money for the Coastside Running Club Scholarship	Mark Dinh	$50	
HMBHS	Money for the Coastside Running Club Scholarship	Theresa McLaughlin	$50	
HMBHS	Money for a new Soprano Saxophone	Brenda Herring	$2,316	
HMBHS	Money for the Aaron McGregor Memorial Scholarship	Diane M. RossDale W. Ross	$250	
HMBHS	Money for the Yanira Serrano Memorial Scholarship	Lorenzo A. Serrano	$2,000	
				$14,871

CABRILLO UNIFIED SCHOOL DISTRICT

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MEMORANDUM

MEETING DATE: June 8, 2023
TO: Members of the Governing Board
FROM: J Jesús Contreras, Ed.D., Chief Business Officer
CATEGORY: Consent/Action
ITEM TITLE: Approval of Warrant Register Report Processed from May 1, 2023 – May 31, 2023

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, 2023 – May 31, 2023

FISCAL ANALYSIS

The 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	5/31/2023 12:20:19 PM
District	41
Logon	MarshJ
Fiscal Year	2023

Sorting

Sort By	Warrant/EFT#

Filters

Payment Type	District
Form of Payment	ALL
From Date Paid	05/01/2023
To Date Paid	05/31/2023
Year	2023
District	41

41 Cabrillo Unified School District **Fiscal Year: 2023**

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
W-849698	000295-01 ALBERTSONS | SAF	05/02/2023	89.52	PO230227-010	89.52	13-5310-0-0000-3700-4712-331	MULTI
W-849699	011909-01 ARCADIO'S PRODUC	05/02/2023	147.00	PO230194-032	147.00	13-5466-0-0000-3700-4710-331	211109
W-849700	008911-01 DAVID'S BAGELS	05/02/2023	130.00	PO230269-062	60.00	13-5310-0-0000-3700-4712-331	38423
			130.00	PO230269-063	70.00	13-5310-0-0000-3700-4712-331	38432
W-849701	007415-01 PAOLI, DIANE M	05/02/2023	33.32	PV230811-001	33.32	13-5310-0-0000-3700-4300-101	04182023
W-849702	004981-01 STRAW HAT PIZZA	05/02/2023	489.65	PO230200-032	489.65	13-5310-0-0000-3700-4710-331	22991
W-849703	005163-01 SYSCO FOOD SERVI	05/02/2023	399.26	PO230203-052	399.26	13-5310-0-0000-3700-4712-211	550695649
W-849704	009571-01 GOLD STAR FOODS	05/02/2023	2,568.02	PO230198-071	419.53	13-5310-0-0000-3700-4712-211	6067233
			2,568.02	PO230198-072	234.26	13-5310-0-0000-3700-4712-211	586410
			2,568.02	PO230198-073	593.41	13-5310-0-0000-3700-4710-331	6056084
			2,568.02	PO230198-073	259.86	13-5310-0-0000-3700-4712-331	6056084
			2,568.02	PO230198-074	530.20	13-5310-0-0000-3700-4712-331	5967176
			2,568.02	PO230198-075	530.76	13-5310-0-0000-3700-4710-331	5997531
W-849705	005163-01 SYSCO FOOD SERVI	05/02/2023	772.52	PO230203-053	525.23	13-5310-0-0000-3700-4712-331	550700861
			772.52	PO230203-053	247.29	13-5310-0-0000-3700-4710-331	550700861
W-849706	004634-02 ACSA	05/02/2023	1,973.64	PO230314-001	1,973.64	01-0000-0-0000-7150-5300-710	130042
W-849707	000903-01 AGUILAR, SILVIO	05/02/2023	99.41	PO230964-001	99.41	01-0105-0-1310-1000-4300-105	041823 REIMB.
W-849708	009236-01 AU, YULANDA	05/02/2023	279.00	PO230963-001	279.00	01-0211-0-1310-1000-4300-211	041823 REIMB.
W-849709	009157-01 BENSON, MARIANNE	05/02/2023	97.25	PO230972-001	97.25	01-0105-0-1310-1000-4300-105	042423 REIMB.
W-849710	008436-01 BRIDGE WIRELESS	05/02/2023	997.61	PO230923-001	582.94	01-0000-0-0000-3900-4300-760	40704
			997.61	PO230923-002	414.67	01-0000-0-0000-3900-4300-760	40703
W-849711	007747-03 CENTONI, JOSEPH	05/02/2023	1,776.99	PO230996-001	1,776.99	01-0331-0-1352-1000-4300-331	042423 REIMB.
W-849712	011338-01 ENROLLMENT PROJE	05/02/2023	7,180.00	PO230803-002	7,180.00	01-0000-0-0000-7300-5800-720	2023-112

41 Cabrillo Unified School District **Fiscal Year: 2023**

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
W-849713	011849-01 PHILANTHROPIC VE	05/02/2023	3,150.00	PV230835-001	3,150.00	01-6388-0-3800-1000-5200-331	20230425-SFOA
W-849714	009675-01 READY REFRESH BY	05/02/2023	380.47	PO230489-006	190.24	01-2600-0-1110-4000-4300-105	03C0034251553
			380.47	PO230295-005	190.23	01-9354-0-0005-2490-4300-745	03C0034251553
W-849715	009346-01 U S BANK CORP PA	05/02/2023	1,099.19	CM230017-001	(213.17)	01-0000-0-0000-7300-4300-720	4246 0470 0103 6
			1,099.19	PV230828-001	370.60	21-9711-0-9644-8520-5800-101	4246 0470 0103 6
			1,099.19	PV230829-001	941.76	21-9711-0-9201-8520-5800-000	4246 0470 0103 6
W-849716	010759-02 WEX BANK	05/02/2023	518.58	PO230678-005	518.58	01-7010-0-3800-1000-5200-331	88535474
W-849717	008911-01 DAVID'S BAGELS	05/02/2023	130.00	PO230269-064	60.00	13-5310-0-0000-3700-4712-331	38451
			130.00	PO230269-065	70.00	13-5310-0-0000-3700-4712-331	38462
W-849718	009571-01 GOLD STAR FOODS	05/02/2023	166.32	PO230198-077	166.32	13-5310-0-0000-3700-4712-331	5937915
W-849719	004891-01 ORKIN EXTERMINAT	05/02/2023	140.99	PO230234-009	140.99	13-5310-0-0000-8205-5504-331	243506716
W-849720	004981-01 STRAW HAT PIZZA	05/02/2023	489.65	PO230200-033	489.65	13-5310-0-0000-3700-4710-331	22993
W-849721	009571-01 GOLD STAR FOODS	05/02/2023	2,175.73	PO230198-076	469.05	13-5310-0-0000-3700-4712-331	5874287
			2,175.73	PO230198-078	2.35	13-5310-0-0000-3700-4711-331	60067236
			2,175.73	PO230198-078	202.56	13-5310-0-0000-3700-4712-211	60067236
			2,175.73	PO230198-079	21.15	13-5310-0-0000-3700-4711-331	6100571
			2,175.73	PO230198-079	1,355.10	13-5310-0-0000-3700-4710-331	6100571
			2,175.73	PO230198-079	125.52	13-5310-0-0000-3700-4712-331	6100571
W-849722	005163-01 SYSCO FOOD SERVI	05/02/2023	2,312.18	PO230203-054	392.35	13-5310-0-0000-3700-4712-211	550710184
			2,312.18	PO230203-055	524.79	13-5310-0-0000-3700-4712-331	550710183
			2,312.18	PO230203-055	503.54	13-5310-0-0000-3700-4710-331	550710183
			2,312.18	PO230203-055	557.24	13-5310-0-0000-3700-4300-331	550710183
			2,312.18	PO230203-055	334.26	01-3010-0-1110-1000-4300-740	550710183

41 Cabrillo Unified School District **Fiscal Year: 2023**

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
W-849723	009593-01 A FESTIVE AFFAIR	05/02/2023	2,725.00	PO230985-001	2,725.00	01-0331-0-1210-1000-4300-331	HMBHS-CHAIR & TE
W-849724	011667-02 FOG CITY AUDIO V	05/02/2023	5,175.00	PO230992-001	5,175.00	01-0331-0-1330-2700-4300-331	23-0121 DEPOSIT
W-849725	011947-01 HANA L. HANSON	05/02/2023	136.50	PO230994-001	174.12	01-0331-0-1302-1000-4300-331	042423 REIMB.
			136.50	CM230018-001	(37.62)	01-3550-0-1110-1000-4300-331	HASSETT REIMB. D
W-849726	005168-01 HART-NOLAN, MONI	05/02/2023	100.18	PO230960-001	100.18	01-0105-0-1310-1000-4300-105	041823 REIMB.
W-849727	010689-01 MCVICKER, AMY	05/02/2023	340.16	PO230976-001	287.88	01-0111-0-1110-1000-4300-740-303	042423 REIMB.
			340.16	PO230976-001	52.28	01-9542-0-1110-1000-4300-103	042423 REIMB.
W-849728	010993-01 PENDERGAST, SUZA	05/02/2023	78.71	PO231000-001	78.71	01-9549-0-1110-1000-4300-335	042623 REIMB.
W-849729	011738-01 POWERSCHOOL GROU	05/02/2023	11,250.00	PO230935-001	11,250.00	01-6266-0-1110-2421-5800-790	INV343855
W-849730	009346-01 U S BANK CORP PA	05/02/2023	5,965.18	PV230836-001	152.01	01-7010-0-3800-1000-5200-331	4246 0446 6404 9
			5,965.18	PV230836-001	8.00	01-7010-0-3800-1000-4300-331	4246 0446 6404 9
			5,965.18	PV230837-001	3,099.57	01-9548-0-1302-1000-5200-331	4246 0446 6404 9
			5,965.18	PV230837-001	60.00	01-9548-0-1302-1000-5200-331	4246 0446 6404 9
			5,965.18	PV230837-001	2,040.43	01-9548-0-1302-1000-5200-331	4246 0446 6404 9
			5,965.18	PV230837-001	605.17	01-7010-0-3800-1000-5200-331	4246 0446 6404 9
W-849731	012014-01 YOPRONTO	05/02/2023	1,725.79	PO230965-001	1,725.79	01-6388-0-1110-1000-4300-740-STEM	11006
W-850490	008938-02 AMAZON CAPITAL S	05/04/2023	10,532.58	PO230855-001	444.38	01-6266-0-1110-1000-4300-740	1HK9-DTC7-CGN6
			10,532.58	PO230484-008	561.81	01-2600-0-1110-4000-4300-105	1X33-FFWW-6QHK
			10,532.58	PO230921-001	88.54	11-3905-0-4110-1000-4300-561	14K1-3K1W-CNM4
			10,532.58	PO230908-001	646.12	01-6388-0-1110-1000-4300-740-STEM	17LC-JQJX-CRT6
			10,532.58	PO230898-001	16.35	01-0331-0-1354-1000-4300-331	1KFN-3CGJ-CRXL
			10,532.58	PO230898-001	60.86	01-0331-0-1210-1000-4300-331	1KFN-3CGJ-CRXL
			10,532.58	PO230926-001	18.57	01-0105-0-1310-1000-4300-105	1JV3-FWKV-CQRN

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Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			10,532.58	PO230904-001	1,207.53	01-3061-0-7110-2490-4300-745	1FTR-617D-CP7X
			10,532.58	PO230832-002	261.85	01-0111-0-1110-2490-4300-740-503	1JR6-XVP4-CVVP
			10,532.58	PO230907-001	4,531.29	01-6388-0-1110-1000-4300-740-STEM	19G1-JDG9-CVHQ
			10,532.58	PO230852-002	10.63	01-3060-0-7110-2490-4300-745	1HKP-JLMH-CYHK
			10,532.58	PO230867-001	410.89	01-0105-0-1310-1000-4300-105	1MFJ-VXHC-D6LR
			10,532.58	PO230053-017	2,087.13	01-0000-0-0000-2421-4300-790	17L4-KGCW-D144
			10,532.58	PO230207-013	31.68	01-0000-0-0000-7300-4300-720	1RHF-FTMT-DF4L
			10,532.58	PO230207-014	16.23	01-0000-0-0000-7300-4300-720	1K9H-1WKP-D9VM
			10,532.58	PO230865-001	63.38	01-3061-0-7110-2490-4300-745	1WHQ-39R6-DG4K
			10,532.58	PO230932-001	91.74	01-6266-0-1420-2140-4300-730	1461-YDFN-DCPX
			10,532.58	CM230019-001	(16.40)	01-0111-0-1460-3140-4300-730-401	1FG7-CQL6-DJ1C
W-850491	011434-02 CENTRAL RESTAURA	05/04/2023	3,389.53	PO230873-001	3,389.53	01-9660-0-1110-4000-4300-740	12069455
W-850492	010866-01 FELTS, BRYAN	05/04/2023	193.88	TC230081-001	193.88	01-9538-0-6001-1000-5200-000	APRIL23 MILEAGE
W-850493	008002-02 MALHIOT, LORI	05/04/2023	1,573.10	PO230419-008	345.23	01-6010-0-1110-4000-4300-101	041923 REIMB.
			1,573.10	PO230419-008	1,227.87	01-9660-0-1110-4000-4300-101	041923 REIMB.
W-850494	010924-01 REISS, MARTINA	05/04/2023	120.12	PV230847-001	120.12	01-6500-0-5750-2100-4300-730	NOV/DEC22 & JAN/
W-850495	008858-01 ROBINSON, NICOLE	05/04/2023	224.65	PO231005-001	224.65	01-3010-0-1110-2490-4300-101	050123 REIMB.
W-850496	010710-02 TEACHER SYNERGY	05/04/2023	29.99	PO230944-001	29.99	01-6762-0-1110-1000-4300-740	228197031
W-850497	008442-01 VISTA CENTER	05/04/2023	5,373.00	PO230263-010	2,736.25	01-6500-0-5760-1180-5800-730	0323-0006
			5,373.00	PO230262-009	1,940.25	01-6500-0-5760-1180-5800-730	0323-0005
			5,373.00	PO230261-008	696.50	01-6500-0-5760-1180-5800-730	0323-0004
W-850498	009477-01 CAS INSPECTIONS	05/04/2023	30,000.00	PO230405-002	5,000.00	21-9711-0-9647-8520-5800-105	2571
			30,000.00	PO230405-002	10,000.00	21-9711-0-9650-8520-5800-211	2571

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Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			30,000.00	PV230845-001	15,000.00	21-9711-0-9636-8520-5800-331	2570
W-850499	007035-01 DIVISION OF STAT	05/04/2023	4,115.95	PV230844-001	4,115.95	21-9711-0-9637-8520-6220-100	DSA FEES
W-850500	008259-01 ACHIEVEKIDS	05/04/2023	15,485.00	PO230548-009	12,480.00	01-6500-0-5750-1180-5100-730	31771
			15,485.00	PO230548-009	95.00	01-6500-0-5750-1180-5867-730	31771
			15,485.00	PO230548-009	380.00	01-6500-0-5750-1180-5864-730	31771
			15,485.00	PO230548-009	2,530.00	01-6500-0-5750-1180-5863-730	31771
W-850501	008938-02 AMAZON CAPITAL S	05/04/2023	4,860.21	PO230851-002	3,849.32	12-6105-0-0001-1000-4300-100	1JV3-FWKV-D43N
			4,860.21	PO230900-001	422.91	12-6105-0-0001-1000-4300-100	1VCL-RJHM-DCJY
			4,860.21	PO230864-001	450.05	12-6105-0-0001-1000-4300-100	1FTR-617D-CVGF
			4,860.21	PO230911-001	61.89	01-9652-0-0001-1000-4300-100	1MFJ-VXHC-D1TG
			4,860.21	PO230866-001	76.04	01-9652-0-0001-1000-4300-100	171M-QWXM-CKVR
W-850502	010851-02 CORTES, JUDITH	05/04/2023	3,870.00	PO231007-001	3,870.00	01-9660-0-1110-4000-5800-740	042023
W-850503	007476-01 ESTHER B CLARK S	05/04/2023	23,618.70	PO230697-005	7,379.00	01-6500-0-5750-1180-5100-730	121006
			23,618.70	PO230697-005	2,227.20	01-6500-0-5750-1180-5861-730	121006
			23,618.70	PO230697-005	3,080.00	01-6500-0-5750-1180-5863-730	121006
			23,618.70	PO230413-008	6,334.00	01-6500-0-5750-1180-5100-730	121005
			23,618.70	PO230413-008	263.70	01-6500-0-5750-1180-5867-730	121005
			23,618.70	PO230413-008	180.00	01-6500-0-5750-1180-5864-730	121005
			23,618.70	PO230413-008	1,774.80	01-6500-0-5750-1180-5861-730	121005
			23,618.70	PO230413-008	2,380.00	01-6500-0-5750-1180-5863-730	121005
W-850504	006807-01 GRAPHICWORKS	05/04/2023	750.00	PO230949-001	750.00	01-0111-0-1110-2495-4300-740-303	05-15519
W-850505	000380-01 ODP BUSINESS SOL	05/04/2023	3,368.86	PO230899-001	50.26	01-0331-0-1210-1000-4300-331	301777301001
			3,368.86	PO230899-002	561.72	01-0331-0-1210-1000-4300-331	301771518001

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Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			3,368.86	PO230903-001	30.19	01-3060-0-7110-2490-4300-745	301770880001
			3,368.86	PO230903-002	143.11	12-6105-0-0001-1000-4300-100	301795326001
			3,368.86	PO230896-001	56.47	01-0105-0-1310-1000-4300-105	301741813001
			3,368.86	PO230905-001	86.33	01-6500-0-5001-2100-4300-730	300822461001
			3,368.86	PO230808-004	213.26	01-0000-0-0000-7300-4300-750	300614495001
			3,368.86	PO230808-005	(97.98)	01-0000-0-0000-7300-4300-750	301999006001
			3,368.86	PO230857-001	89.83	01-0211-0-1310-1000-4300-211	300478298001
			3,368.86	PO230857-002	11.46	01-0211-0-1310-1000-4300-211	300478298002
			3,368.86	PO230857-003	10.16	01-0211-0-1310-1000-4300-211	300483511001
			3,368.86	PO230857-004	9.54	01-0211-0-1310-1000-4300-211	300483513001
			3,368.86	PO230108-017	60.38	01-0000-0-0000-7300-4300-720	295688974001
			3,368.86	PO230108-018	3.97	01-0000-0-0000-7300-4300-720	303013560001
			3,368.86	PO230108-019	17.26	01-0000-0-0000-7300-4300-720	303017926001
			3,368.86	PO230845-001	29.19	01-0331-0-1210-1000-4300-331	295103659001
			3,368.86	PO230845-002	33.64	01-0331-0-1210-1000-4300-331	295907027001
			3,368.86	PO230845-003	1,048.56	01-0331-0-1210-1000-4300-331	295912654001
			3,368.86	PO230719-010	47.02	11-6391-0-4110-1000-4300-561	294000695001
			3,368.86	PO230719-011	19.78	11-6391-0-4110-1000-4300-561	295097732001
			3,368.86	PO230719-012	55.58	11-6391-0-4110-1000-4300-561	301218990001
			3,368.86	PO230719-013	73.50	11-6391-0-4110-1000-4300-561	301230544001
			3,368.86	PO230844-001	250.67	01-0000-0-0000-7300-4300-750	291364809001
			3,368.86	PO230844-002	(125.33)	01-0000-0-0000-7300-4300-750	301229552001
			3,368.86	PO230844-003	(125.33)	01-0000-0-0000-7300-4300-750	301238194001

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Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			3,368.86	PV230840-001	119.26	01-9580-0-1110-1000-4300-331	302047718001
			3,368.86	PV230841-001	109.33	01-9580-0-1110-1000-4300-331	302047723001
			3,368.86	PV230842-001	136.83	01-9580-0-1110-1000-4300-331	302047727001
			3,368.86	PV230843-001	450.20	01-9580-0-1110-1000-4300-331	302041115001
W-850506	007457-01 PACIFIC AUTISM L	05/04/2023	11,728.75	PO230264-010	11,728.75	01-6500-0-5750-1180-5861-730	5983969
W-850507	009761-02 PANORAMA EDUCATI	05/04/2023	16,000.00	PO230801-001	16,000.00	01-0111-0-1110-1000-4300-740-203	INV9691
W-850508	011160-01 SALCIDO, ASH	05/04/2023	107.49	TC230082-001	107.49	01-6500-0-5750-1190-5200-730	MAR23 MILEAGE
W-850509	000749-01 SEGURA, ROSALVA	05/04/2023	808.35	PV230846-001	808.35	01-2600-0-1110-4000-4300-105	042823 REIMB.
W-850510	011989-01 SHRED WORKS INC.	05/04/2023	45.00	PO230827-004	45.00	01-0000-0-0000-7300-5800-720	37628
W-850511	011141-01 THE AVALON ACADE	05/04/2023	27,244.50	PO230476-009	9,661.00	01-6500-0-5750-1180-5100-730	5548
			27,244.50	PO230476-009	1,480.00	01-6500-0-5750-1180-5867-730	5548
			27,244.50	PO230476-009	1,663.50	01-6500-0-5750-1180-5864-730	5548
			27,244.50	PO230476-009	1,332.00	01-6500-0-5750-1180-5800-730	5548
			27,244.50	PO230475-009	9,133.00	01-6500-0-5750-1180-5100-730	5549
			27,244.50	PO230475-009	1,776.00	01-6500-0-5750-1180-5867-730	5549
			27,244.50	PO230475-009	1,015.00	01-6500-0-5750-1180-5864-730	5549
			27,244.50	PO230475-009	1,184.00	01-6500-0-5750-1180-5800-730	5549
W-850512	008523-01 THE SPEECH PATHO	05/04/2023	59,197.32	PO230412-015	58,979.82	01-6500-0-5760-1180-5867-730	INV024127
			59,197.32	PO230412-016	217.50	01-6500-0-5760-1180-5867-730	INV024207
W-850513	009346-01 U S BANK CORP PA	05/04/2023	603.99	PV230839-001	603.99	01-8150-0-0000-8110-4300-780	4246 0470 0103 6
W-850514	008871-01 UNITED COACH TOU	05/04/2023	11,150.00	PO230922-001	11,150.00	01-0111-0-1324-1000-5800-331-107	19452LF
W-850515	009233-02 E3 DIAGNOSTICS I	05/04/2023	210.00	PO230375-001	210.00	01-0000-0-0000-3900-4300-760	SRV-21280
W-850516	011171-01 ON POINT LANGUAG	05/04/2023	410.00	PO230533-005	410.00	01-0111-0-4760-2495-5800-740-403	04-2023

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W-850517	001352-01 RICE TRUCKING-SO	05/04/2023	1,493.00	PO230928-002	250.00	01-9500-0-1110-1000-4300-103	TAG# 82770
			1,493.00	PO230928-002	1,243.00	01-9542-0-1110-1000-4300-103	TAG# 82770
W-850518	005779-03 THE HOME DEPOT P	05/04/2023	1,153.91	PV230848-001	1,153.91	21-9711-0-9006-8520-4300-000	721359156
W-850519	012026-01 VIVIANA COVARRUB	05/04/2023	1,000.00	PO231010-002	1,000.00	01-9660-0-1110-4000-4300-740	050423
W-850520	011909-01 ARCADIO'S PRODUC	05/04/2023	252.00	PO230194-033	189.00	13-5466-0-0000-3700-4710-331	212303
			252.00	PO230194-033	63.00	13-5466-0-0000-3700-4712-331	212303
W-850521	008911-01 DAVID'S BAGELS	05/04/2023	60.00	PO230269-066	60.00	13-5310-0-0000-3700-4712-331	38485
W-850522	009571-01 GOLD STAR FOODS	05/04/2023	29.70	PO230198-080	29.70	13-5310-0-0000-3700-4790-331	6161026
W-850523	004981-01 STRAW HAT PIZZA	05/04/2023	489.65	PO230200-034	489.65	13-5310-0-0000-3700-4710-331	22994
W-850524	005163-01 SYSCO FOOD SERVI	05/04/2023	1,962.65	PO230203-056	908.10	13-5310-0-0000-3700-4712-331	550725073
			1,962.65	PO230203-056	536.79	13-5310-0-0000-3700-4710-331	550725073
			1,962.65	PO230203-056	517.76	13-5310-0-0000-3700-4300-331	550725073
W-850525	010760-01 THE LUNCH MASTER	05/04/2023	37,794.75	PO230195-058	1,057.50	13-5310-0-0000-3700-4710-335	CUPH042823
			37,794.75	PO230195-059	8,598.75	13-5310-0-0000-3700-4710-211	CUMC042823
			37,794.75	PO230195-060	1,886.25	13-5310-0-0000-3700-4710-107	CUKM042823
			37,794.75	PO230195-055	16,593.75	13-5310-0-0000-3700-4710-105	CUAH042823
			37,794.75	PO230195-056	3,742.50	13-5310-0-0000-3700-4710-103	CUFV042823
			37,794.75	PO230195-057	5,916.00	13-5310-0-0000-3700-4710-101	CUEG042823
W-850526	005765-01 BENCHMARK EDUCAT	05/04/2023	15,750.00	PO230914-001	6,300.00	01-6266-0-1110-2140-5800-740	487606
			15,750.00	PO230914-002	9,450.00	01-6266-0-1110-2140-5800-740	487313
W-850527	005837-01 BIG CREEK LUMBER	05/04/2023	210.07	PO230135-005	62.32	01-8150-0-0000-8110-4300-780	1900264
			210.07	PO230135-006	147.75	01-8150-0-0000-8110-4300-780	1905572
W-850528	008193-01 COMCAST	05/04/2023	13,503.85	PO230237-008	13,503.85	01-0000-0-0000-2421-5902-790	169479242

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W-850529	012023-01 HALO BRANDED SOL	05/04/2023	355.33	PO230991-001	355.33	01-0331-0-1210-1000-5200-331	2023000072288
W-850530	009536-01 SKYVIEW TREE SER	05/04/2023	9,000.00	PO230939-004	9,000.00	01-8150-0-0000-8110-5603-788	29
W-851060	000295-01 ALBERTSONS | SAF	05/09/2023	1,961.23	PO230543-008	649.53	01-6010-0-1110-4000-4300-101	145184-040723
			1,961.23	PO230543-008	433.02	01-9660-0-1110-4000-4300-101	145184-040723
			1,961.23	PO230543-007	878.68	01-9660-0-1110-4000-4300-101	145184-030723
W-851061	011375-01 BHATIA, LETICIA	05/09/2023	287.53	PV230852-001	287.53	01-6266-0-1110-1000-4300-740	042623 REIMB.
W-851062	008193-01 COMCAST	05/09/2023	13,212.82	PO230237-009	13,212.82	01-0000-0-0000-2421-5902-790	171920705
W-851063	006767-01 KRABBENSCHMIDT,	05/09/2023	44.75	PV230849-001	44.75	12-6105-0-0001-1000-4300-100	050223 REIMB.
W-851064	008002-02 MALHIOT, LORI	05/09/2023	343.22	TC230085-001	343.22	01-9660-0-1110-4000-5200-101	JAN-MAR23 MILEAG
W-851065	006797-01 MONTARA SANITARY	05/09/2023	1,854.64	PO230239-008	1,810.42	01-0000-0-0000-8205-5503-103	84-0347-0,0223-0
			1,854.64	PO230239-009	44.22	01-0000-0-0000-8205-5503-103	84-4080A-0, 0223
W-851066	007512-03 MORTON, CAROLINE	05/09/2023	131.21	PV230850-001	131.21	01-9661-0-0000-2490-4300-000	041923 REIMB.
W-851067	000105-03 REPUBLIC SERVICE	05/09/2023	2,803.92	PO230249-016	1,266.62	01-0000-0-0000-8205-5504-107	0925-001653191
			2,803.92	PO230036-016	440.10	01-0000-0-0000-8205-5504-331	0925-001653188
			2,803.92	PO230036-017	880.20	01-0000-0-0000-8205-5504-211	0925-001653216
			2,803.92	PO230036-018	217.00	01-0000-0-0000-8205-5504-105	0925-001653352
W-851068	011160-01 SALCIDO, ASH	05/09/2023	69.17	TC230084-001	69.17	01-6500-0-5750-1190-5200-730	APR23 MILEAGE
W-851069	011837-03 SALESFORCE INC	05/09/2023	1,005.00	PO230802-001	1,005.00	01-0000-0-0000-2421-5300-790	25697444
W-851070	000749-01 SEGURA, ROSALVA	05/09/2023	1,090.36	PV230853-001	1,090.36	01-9660-0-1110-4000-5200-740	RS 042823 REIMB.
W-851071	007773-02 TREANOR, AMY	05/09/2023	2,259.35	PO231011-001	2,259.35	01-0331-0-1342-1000-4300-331	050223 REIMB.
W-851072	009728-01 VIA HEART PROJEC	05/09/2023	1,000.00	PO231012-001	1,000.00	01-0331-0-1210-1000-4300-331	4386
W-851073	008058-06 AT&T	05/09/2023	92.08	PO230328-006	46.04	01-0000-0-0000-8205-5901-720	051 935 2632 001
			92.08	PO230328-007	46.04	01-0000-0-0000-8205-5901-720	051 935 2632 001

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Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
W-851074	012017-01 CASTILLO, ISRAEL	05/09/2023	78.59	PV230851-001	78.59	01-6266-0-1110-1000-4300-740	042623 REIMB.
W-851075	011597-01 MARIA EUGENIA YO	05/09/2023	224.21	TC230083-001	224.21	01-0700-0-1460-3140-5200-000	APR23 MILEAGE
W-851076	005224-01 OPENING TECHNOLO	05/09/2023	1,259.80	PO230047-005	1,259.80	01-8150-0-0000-8110-4300-780	2211443
W-851077	001073-01 SCHUCK, ELIZABET	05/09/2023	2,100.00	PO230619-004	1,200.00	01-0111-0-1110-2490-5800-740-208	0000063
			2,100.00	PO230619-005	900.00	01-0111-0-1110-2490-5800-740-208	0000064
W-851078	009413-02 SOUTHERN COUNTIE	05/09/2023	2,329.19	PO230113-018	2,329.19	01-9723-0-0000-3600-4300-788	324733
W-851954	011589-01 A+ LIVESCAN SERV	05/11/2023	210.00	PV230860-001	210.00	01-0000-0-0000-7400-5800-750	14916A
W-851955	011802-01 BUS SAFETY TRAIN	05/11/2023	7,125.00	PO230093-004	2,625.00	01-9723-0-0000-3600-5800-788	04-12-2023
			7,125.00	PO230093-005	4,500.00	01-9723-0-0000-3600-5800-788	04-12-2023 #2
W-851956	000194-01 COASTSIDE COUNTY	05/11/2023	6,181.40	PO230257-006	672.55	01-0000-0-0000-8205-5503-720	MARCH 2023
			6,181.40	PO230257-006	1,296.59	01-0000-0-0000-8205-5503-211	MARCH 2023
			6,181.40	PO230257-006	2,473.15	01-0000-0-0000-8205-5503-331	MARCH 2023
			6,181.40	PO230257-006	686.70	01-0000-0-0000-8205-5503-101	MARCH 2023
			6,181.40	PO230257-006	1,052.41	01-0000-0-0000-8205-5503-105	MARCH 2023
W-851957	004906-01 FOLLETT CONTENT	05/11/2023	2,838.84	PV230858-001	2,679.16	01-0111-0-1110-1000-4200-740-201	497549
			2,838.84	PV230859-001	159.68	01-0111-0-1110-1000-4200-740-201	497549F
W-851958	006807-01 GRAPHICWORKS	05/11/2023	4,234.73	PO230947-001	4,234.73	01-0111-0-1110-1000-4300-740	05-15524
W-851959	009169-02 ISOM ADVISORS	05/11/2023	4,725.00	PO231009-001	4,725.00	21-9711-0-9006-8500-5800-000	2022-27
W-851960	011159-01 NSTA	05/11/2023	710.00	PO230780-001	355.00	01-6266-0-1110-1000-5200-331	5295007 - JULIAN
			710.00	PO230780-002	355.00	01-6266-0-1110-1000-5200-331	5295011 - TRACI
W-851961	008963-02 OTIS ELEVATOR CO	05/11/2023	684.52	PO230246-017	258.57	01-8150-0-0000-8110-5602-780	100401143008
			684.52	PO230246-018	258.57	01-8150-0-0000-8110-5602-780	100401108666
			684.52	PO230046-002	167.38	01-8150-0-0000-8110-5603-780	100401144511

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W-851962	000550-01 PACIFIC GAS AND	05/11/2023	82,934.50	PO230273-017	8,851.73	01-0000-0-0000-8205-5502-601	5189451218-8/APR
			82,934.50	PO230273-019	3,226.72	01-0000-0-0000-8205-5502-720	0130358105-0/MAY
			82,934.50	PO230273-019	7,788.48	01-0000-0-0000-8205-5502-101	0130358105-0/MAY
			82,934.50	PO230273-019	4,478.11	01-0000-0-0000-8205-5502-103	0130358105-0/MAY
			82,934.50	PO230273-019	7,732.43	01-0000-0-0000-8205-5502-105	0130358105-0/MAY
			82,934.50	PO230273-019	2,286.00	01-0000-0-0000-8205-5502-107	0130358105-0/MAY
			82,934.50	PO230273-019	8,163.55	01-0000-0-0000-8205-5502-211	0130358105-0/MAY
			82,934.50	PO230273-019	40,407.48	01-0000-0-0000-8205-5502-331	0130358105-0/MAY
W-851963	011492-01 PENINSULA TRUCK	05/11/2023	1,456.24	PO230188-049	1,456.24	01-9723-0-0000-3600-5603-788	9881
W-851964	007380-01 PURCHASE POWER	05/11/2023	1,709.04	PO230240-005	1,709.04	01-0000-0-0000-7300-5903-720	8000-9000-1075-0
W-851965	000105-03 REPUBLIC SERVICE	05/11/2023	4,819.61	PO230249-017	586.80	01-0000-0-0000-8205-5504-720	0925-001654249
			4,819.61	PO230249-017	86.71	01-0000-0-0000-8205-5504-105	0925-001654249
			4,819.61	PO230249-017	668.52	01-0000-0-0000-8205-5504-331	0925-001654249
			4,819.61	PO230249-018	2,533.24	01-0000-0-0000-8205-5504-107	0925-000654015
			4,819.61	PO230036-019	472.17	01-0000-0-0000-8205-5504-331	0925-001654012
			4,819.61	PO230036-020	472.17	01-0000-0-0000-8205-5504-105	0925-001654174
W-851966	009046-01 SIMMS PLUMBING &	05/11/2023	202.73	PO230147-002	202.73	01-8150-0-0000-8110-5603-780	64409V
W-851967	009453-01 SMITH, GAYLE	05/11/2023	89.48	PV230856-001	89.48	01-7010-0-3800-1000-4300-331	022823 REIMB.
W-851968	009491-01 SOUND AND SIGNAL	05/11/2023	2,646.41	PO230100-010	610.48	01-8150-0-0000-8110-5603-780	40847
			2,646.41	PO230100-011	90.00	01-8150-0-0000-8110-5603-780	40848
			2,646.41	PO230100-012	45.00	01-8150-0-0000-8110-5603-780	40851
			2,646.41	PO230100-013	135.00	01-8150-0-0000-8110-5603-780	40852
			2,646.41	PO230100-014	253.58	01-8150-0-0000-8110-5603-780	40853

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			2,646.41	PO230100-015	727.19	01-8150-0-0000-8110-5603-780	40496
			2,646.41	PO230100-016	384.69	01-8150-0-0000-8110-5603-780	40490
			2,646.41	PO230100-017	400.47	01-8150-0-0000-8110-5603-780	40487
W-851969	009346-01 U S BANK CORP PA	05/11/2023	6,107.90	PV230855-001	990.20	01-6387-0-1110-1000-5200-331	4246 0446 6404 9
			6,107.90	PV230854-001	4,000.00	01-3550-0-3800-1000-5200-331	4246 0470 0103 6
			6,107.90	PV230854-001	1,117.70	01-6387-0-1110-1000-5200-331	4246 0470 0103 6
W-851970	012007-01 ADAN & MARILLA P	05/11/2023	505.00	PO230906-002	505.00	01-6500-0-5760-1180-5100-730	REIMB. FOR MAR23
W-851971	008758-01 AMERICAN PORTABL	05/11/2023	127.41	PO230123-011	127.41	01-8150-0-0000-8110-5603-780	89025
W-851972	002671-01 ANDREINI BROS IN	05/11/2023	5,526.56	PV230857-001	118.60	01-8150-0-0000-8110-4300-780	5536
			5,526.56	PV230861-001	5,407.96	01-8150-0-0000-8110-5603-780	5606
W-851973	011523-01 CAL-STEAM	05/11/2023	164.63	PO230231-006	164.63	01-8150-0-0000-8110-4300-780	4514507
W-851974	000583-01 DEPARTMENT OF JU	05/11/2023	490.00	PO230245-009	490.00	01-0000-0-0000-7400-5800-750	652960
W-851975	006807-01 GRAPHICWORKS	05/11/2023	2,565.61	PV230862-001	2,565.61	11-6391-0-0000-2700-4300-561	05-15492
W-851976	008294-01 SOLUTION TREE	05/11/2023	1,840.00	PO230335-004	1,840.00	01-6266-0-0000-7410-5800-740	S275454
W-851977	009413-02 SOUTHERN COUNTIE	05/11/2023	1,387.96	PO230113-019	1,387.96	01-9723-0-0000-3600-4300-788	324376
W-851978	012019-01 VANIR CONSTRUCTI	05/11/2023	3,120.00	PO231003-001	3,120.00	21-9711-0-9006-8520-5800-000	175767
W-853046	000295-01 ALBERTSONS | SAF	05/16/2023	43.91	PO230227-011	8.28	13-5310-0-0000-3700-4712-331	801443-041123-30
			43.91	PO230227-012	12.21	13-5310-0-0000-3700-4712-331	802741-041723-03
			43.91	PO230227-013	11.46	13-5310-0-0000-3700-4712-331	432848-041823-03
			43.91	PO230227-014	11.96	13-5310-0-0000-3700-4712-331	725769-042523-03
W-853047	011909-01 ARCADIO'S PRODUC	05/16/2023	252.00	PO230194-034	189.00	13-5466-0-0000-3700-4710-331	213708
			252.00	PO230194-034	63.00	13-5466-0-0000-3700-4712-331	213708
W-853048	008911-01 DAVID'S BAGELS	05/16/2023	80.00	PO230269-067	80.00	13-5310-0-0000-3700-4712-331	38493

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W-853049	009571-01 GOLD STAR FOODS	05/16/2023	209.19	PO230198-083	30.85	13-5310-0-0000-3700-4711-331	6157270
			209.19	PO230198-083	178.34	13-5310-0-0000-3700-4710-331	6157270
W-853050	004891-01 ORKIN EXTERMINAT	05/16/2023	140.99	PO230234-010	140.99	13-5310-0-0000-8205-5504-331	242303728
W-853051	004981-01 STRAW HAT PIZZA	05/16/2023	489.65	PO230200-035	489.65	13-5310-0-0000-3700-4710-331	22995
W-853052	009571-01 GOLD STAR FOODS	05/16/2023	998.48	PO230198-082	83.16	13-5310-0-0000-3700-4712-331	5937917
			998.48	PO230198-084	482.04	13-5310-0-0000-3700-4712-331	5874289
			998.48	PO230198-081	433.28	13-5310-0-0000-3700-4712-211	8067238
W-853053	005163-01 SYSCO FOOD SERVI	05/16/2023	1,605.82	PO230203-057	783.79	13-5310-0-0000-3700-4712-211	550742311
			1,605.82	PO230203-058	359.69	13-5310-0-0000-3700-4712-331	550742310
			1,605.82	PO230203-058	228.38	13-5310-0-0000-3700-4710-331	550742310
			1,605.82	PO230203-058	233.96	13-5310-0-0000-3700-4300-331	550742310
W-853699	011438-01 ACSIG	05/18/2023	27,645.85	PV230863-001	8,013.48	01-0000-0-0000-0000-9553-000	APRIL CUSD #2044
			27,645.85	PV230863-001	19,632.37	01-0000-0-0000-0000-9564-000	APRIL CUSD #2044
W-853700	011438-02 ACSIG	05/18/2023	3,801.41	PV230864-001	606.59	01-0000-0-0000-0000-9553-000	APRIL CUSD 30098
			3,801.41	PV230864-001	3,194.82	01-0000-0-0000-0000-9564-000	APRIL CUSD 30098
W-853701	012011-01 SMCSIG-HEALTH CA	05/18/2023	336,431.12	PV230865-001	18,765.92	01-0000-0-0000-0000-9553-000	MAY 2023
			336,431.12	PV230865-001	317,665.20	01-0000-0-0000-0000-9564-000	MAY 2023
W-853702	006312-02 COUNTY OF SAN MA	05/18/2023	3,053.00	PV230871-001	3,053.00	01-0000-0-0000-7400-5800-750	3701
W-853703	009013-01 DAILY JOURNAL CO	05/18/2023	290.40	PV230873-001	136.40	21-9711-0-9640-8520-5800-101	CUST #1124131167
			290.40	PV230873-001	154.00	21-9711-0-9201-8520-5800-000	CUST #1124131167
W-853704	011074-01 SAN MATEO DAILY	05/18/2023	4,048.00	PV230874-001	4,048.00	21-9711-0-9201-8520-5800-000	10932
W-853705	011750-01 SILICON VALLEY P	05/18/2023	2,900.00	PV230872-001	2,900.00	21-9711-0-9640-8520-5603-101	999009070
W-853706	008772-01 SSA LANDSCAPE AR	05/18/2023	788.00	PV230868-001	788.00	21-9711-0-9610-8520-5603-331	7628

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W-853707	009729-01 SYSERCO ENERGY S	05/18/2023	1,734.67	PV230866-001	1,734.67	01-7422-0-0000-8110-5800-000	27861R
W-853708	011135-01 AZTEC ELECTRIC	05/18/2023	67,970.00	PV230869-001	9,750.00	21-9711-0-9640-8520-5603-101	360
			67,970.00	PV230869-001	22,720.00	21-9711-0-9659-8520-5603-331	360
			67,970.00	PV230869-001	27,270.00	01-8150-0-0000-8110-5603-780	360
			67,970.00	PV230870-001	8,230.00	21-9711-0-9608-8520-5603-000	361
W-853709	007426-01 BOYS & GIRLS CLU	05/18/2023	980.00	PV230876-001	420.00	01-8150-0-0000-8110-5603-780	BGCC2023135
			980.00	PV230877-001	560.00	01-8150-0-0000-8110-5603-780	BGCC2023134
W-853710	011427-01 COLBI TECHNOLOGI	05/18/2023	22,515.00	PO230070-001	15,500.00	21-9711-0-9006-8520-4300-000	8819
			22,515.00	PO230396-007	2,530.00	21-9711-0-9006-8520-5800-000	8860
			22,515.00	PO230396-008	2,185.00	21-9711-0-9006-8520-5800-000	9095
			22,515.00	PO230396-009	2,300.00	21-9711-0-9006-8520-5800-000	9219
W-853711	011715-01 EARTH SYSTEMS	05/18/2023	8,500.00	PV230867-001	8,500.00	21-9711-0-9645-8520-5800-103	839859
W-853712	010763-01 QUATTROCCHI KWOK	05/18/2023	53,541.20	PO231032-001	3,562.50	21-9711-0-9654-8520-6210-101	23883
			53,541.20	PO231032-002	6,460.00	21-9711-0-9654-8520-6210-101	23978
			53,541.20	PO231032-003	8,965.00	21-9711-0-9654-8520-6210-101	24071
			53,541.20	PO231032-004	1,575.00	21-9711-0-9654-8520-6210-101	24189
			53,541.20	PO231032-005	1,125.00	21-9711-0-9654-8520-6210-101	24297
			53,541.20	PO231032-006	293.75	21-9711-0-9654-8520-6210-101	24417
			53,541.20	PO231031-001	3,063.75	21-9711-0-9658-8520-6210-770	24418
			53,541.20	PO230409-010	19,953.70	21-9711-0-9640-8520-6210-101	24415
			53,541.20	PO230711-007	8,542.50	21-9711-0-9654-8520-6210-101	24416
W-853713	011074-01 SAN MATEO DAILY	05/18/2023	1,932.00	PV230875-001	1,932.00	21-9711-0-9640-8520-5800-101	10947
W-853714	009729-01 SYSERCO ENERGY S	05/18/2023	110,100.10	PO230652-004	110,100.10	21-9711-0-9639-8520-6170-000	21326

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Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
W-853715	012031-01 COUNTY OF SAN MA	05/18/2023	50.00	PV230878-001	50.00	21-9711-0-9640-8520-5800-101	EG NOE CEQA
W-853716	000632-01 CITY OF HALF MOO	05/18/2023	1,958.00	PV230880-001	1,958.00	40-9012-0-0000-8500-5800-000	PDP2023-0037
W-854429	008058-05 AT&T	05/23/2023	6,955.00	PO230229-005	1,391.00	01-0000-0-0000-8205-5901-720	0806493706
			6,955.00	PO230229-007	1,391.00	01-0000-0-0000-8205-5901-720	1138494701
			6,955.00	PO230229-008	1,391.00	01-0000-0-0000-8205-5901-720	5786516701
			6,955.00	PO230229-009	1,391.00	01-0000-0-0000-8205-5901-720	813268706
			6,955.00	PO230229-010	1,391.00	01-0000-0-0000-8205-5901-720	5627577705
W-854430	005765-01 BENCHMARK EDUCAT	05/23/2023	3,402.19	PO230511-001	3,402.19	01-0111-0-1110-1000-4100-740-202	474277
W-854431	011264-01 BLACK TIE TRANSP	05/23/2023	2,621.66	PO231040-001	2,621.66	01-3061-0-7110-2490-4300-745	4644-*F30
W-854432	009749-01 CAHPERD CONFEREN	05/23/2023	1,745.00	PO230835-001	1,745.00	01-6266-0-1110-2140-5200-740	16792
W-854433	009206-01 CAPITAL ONE TRAD	05/23/2023	1,531.45	PO230116-018	1,224.11	01-8150-0-0000-8110-4300-780	347212-042523
			1,531.45	PO230116-018	273.08	01-0000-0-0000-8220-4300-785	347212-042523
			1,531.45	PO230132-003	34.26	01-9723-0-0000-3600-4300-788	347212-042523
W-854434	010851-02 CORTES, JUDITH	05/23/2023	2,565.00	PO231007-002	2,565.00	01-9660-0-1110-4000-5800-740	051523
W-854435	004961-02 DEMCO INC.	05/23/2023	1,471.77	PO231018-001	1,471.77	01-0111-0-1110-1000-4300-211-406	P0054191
W-854436	011947-01 HANA L. HANSON	05/23/2023	40.00	PO230514-001	40.00	01-7010-0-3800-1000-4300-331	100322 REIMB.
W-854437	011562-01 HOPSKIPDRIVE INC	05/23/2023	5,986.65	PO230358-010	5,986.65	01-6500-0-5750-1180-5863-730	13936
W-854438	011940-01 JWEINAT, ILEANA	05/23/2023	699.00	PO230453-005	699.00	01-6500-0-5750-1180-5100-730	APR23 & MAY23 RE
W-854439	011980-01 MAMADOU TRAORE	05/23/2023	1,150.00	PO231020-001	1,150.00	01-9660-0-1110-4000-5800-101	051123 DOLPHIN C
W-854440	005398-01 MOBILE MODULAR M	05/23/2023	957.00	PO230250-009	957.00	25-9010-0-9100-8700-5600-331	2416658
W-854441	011766-01 NELLES, JANET	05/23/2023	1,200.00	PO230650-003	1,200.00	01-6500-0-5001-2100-5800-730	11
W-854442	008957-02 NORTH COAST REGI	05/23/2023	50.00	PO230513-001	50.00	01-7010-0-3800-1000-5200-331	108133
W-854443	011657-01 OLSON, PATRICK	05/23/2023	4,898.63	PO231028-001	2,449.31	01-6695-0-1110-1000-4300-331	051223 REIMB.

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			4,898.63	PO231028-001	2,449.32	01-6695-0-1110-1000-4300-211	051223 REIMB.
W-854444	011171-01 ON POINT LANGUAG	05/23/2023	1,605.00	PO230450-009	1,605.00	01-6500-0-5760-1180-5800-730	SPED/04-2023
W-854445	008883-01 PACIFICA COMMUNI	05/23/2023	400.00	PO230069-005	400.00	01-0000-0-0000-7150-5800-710	PCTCUSD0423
W-854446	010723-01 PALO ALTO PREP	05/23/2023	13,772.00	PO230479-008	6,886.00	01-6500-0-5750-1180-5100-730	041723AA
			13,772.00	PO230477-009	6,886.00	01-6500-0-5750-1180-5100-730	041723XS
W-854447	008443-02 RECOLOGY OF THE	05/23/2023	1,374.44	PO230050-006	1,374.44	01-0000-0-0000-8205-5504-101	7793
W-854448	000105-03 REPUBLIC SERVICE	05/23/2023	1,706.72	PO230036-021	440.10	01-0000-0-0000-8205-5504-211	0925-001654040
			1,706.72	PO230249-020	1,266.62	01-0000-0-0000-8205-5504-107	0925-001654015
W-854449	007442-01 SAN JOAQUIN C.O.	05/23/2023	25.00	PO230549-005	25.00	01-6500-0-5001-2140-5800-730	ARD23-03070
W-854450	011323-02 THE DOOLEY CORPO	05/23/2023	4,600.00	PO230611-008	2,300.00	01-6500-0-5750-1180-5800-730	3608
			4,600.00	PO230741-004	2,300.00	01-6500-0-5760-1180-5800-730	3607
W-854451	009461-02 TOWER, DEANNA	05/23/2023	181.28	PO231037-001	181.28	01-0331-0-1210-1000-4300-331	051723 REIMB.
W-854452	011974-01 TRAUMA RESOURCE	05/23/2023	1,975.00	PO231021-001	1,975.00	01-0111-0-1110-1000-4300-000-406	2023-27
W-854453	011909-01 ARCADIO'S PRODUC	05/23/2023	189.00	PO230194-035	126.00	13-5466-0-0000-3700-4710-770	214769
			189.00	PO230194-035	63.00	13-5466-0-0000-3700-4712-331	214769
W-854454	008911-01 DAVID'S BAGELS	05/23/2023	140.00	PO230269-068	80.00	13-5310-0-0000-3700-4712-331	38522
			140.00	PO230269-069	60.00	13-5310-0-0000-3700-4712-331	38547
W-854455	009571-01 GOLD STAR FOODS	05/23/2023	746.74	PO230198-085	570.52	13-5310-0-0000-3700-4712-211	6110479
			746.74	PO230198-087	110.88	13-5310-0-0000-3700-4712-331	6161346
			746.74	PO230198-088	65.34	13-5310-0-0000-3700-4712-211	6181454
W-854456	004981-01 STRAW HAT PIZZA	05/23/2023	489.65	PO230200-036	489.65	13-5310-0-0000-3700-4710-331	22996
W-854457	005163-01 SYSCO FOOD SERVI	05/23/2023	375.04	PO230203-060	375.04	13-5310-0-0000-3700-4712-211	550758004
W-854458	009571-01 GOLD STAR FOODS	05/23/2023	185.00	PO230198-089	170.00	13-5310-0-0000-3700-4712-211	6186920

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			185.00	PO230198-086	15.00	13-5310-0-0000-3700-4711-331	6161343
W-854459	005163-01 SYSCO FOOD SERVI	05/23/2023	1,274.06	PO230203-059	421.85	13-5310-0-0000-3700-4712-331	550758003
			1,274.06	PO230203-059	230.21	13-5310-0-0000-3700-4710-331	550758003
			1,274.06	PO230203-059	622.00	13-5310-0-0000-3700-4300-331	550758003
W-854460	005010-02 SMCSIG	05/23/2023	1,500.00	PV230881-001	1,500.00	01-0000-0-0000-7300-5400-720	2023-00900
W-854461	000061-01 DANNIS WOLIVER K	05/23/2023	35,374.31	PV230882-001	2,283.00	01-0000-0-0000-7400-5810-750	1675-APRIL 2023
			35,374.31	PV230882-001	11,460.15	01-0000-0-0000-7111-5810-750	1675-APRIL 2023
			35,374.31	PV230882-001	5,034.16	01-0000-0-0000-7112-5810-750	1675-APRIL 2023
			35,374.31	PV230882-001	5,056.00	40-9012-0-0000-8500-5810-000	1675-APRIL 2023
			35,374.31	PV230882-001	11,541.00	21-9711-0-9006-8500-5810-000	1675-APRIL 2023
W-854462	011345-01 LOPEZ FENCE	05/23/2023	42,993.65	PO231049-001	32,245.24	21-9711-0-9205-8520-5603-211	1401
			42,993.65	PO231049-002	10,748.41	21-9711-0-9205-8520-5603-211	1383
W-854463	008058-04 AT&T	05/23/2023	5,246.21	PV230883-001	79.54	01-0000-0-0000-2100-5901-740	MAR-APR 2023
			5,246.21	PV230883-001	489.74	01-0000-0-0000-2421-5902-790	MAR-APR 2023
			5,246.21	PV230883-001	79.54	01-0000-0-0000-8205-5901-101	MAR-APR 2023
			5,246.21	PV230883-001	155.81	01-0000-0-0000-8205-5901-103	MAR-APR 2023
			5,246.21	PV230883-001	238.62	01-0000-0-0000-8205-5901-105	MAR-APR 2023
			5,246.21	PV230883-001	2,696.49	01-0000-0-0000-8205-5901-211	MAR-APR 2023
			5,246.21	PV230883-001	74.63	01-0000-0-0000-8205-5901-331	MAR-APR 2023
			5,246.21	PV230883-001	1,272.68	01-0000-0-0000-8205-5901-720	MAR-APR 2023
			5,246.21	PV230883-001	79.62	01-0000-0-1455-2420-5901-331	MAR-APR 2023
			5,246.21	PV230883-001	79.54	01-3315-0-5730-1110-5901-730	MAR-APR 2023
W-854464	008259-01 ACHIEVEKIDS	05/23/2023	10,197.00	PO230548-010	8,262.00	01-6500-0-5750-1180-5100-730	31866

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			10,197.00	PO230548-010	190.00	01-6500-0-5750-1180-5867-730	31866
			10,197.00	PO230548-010	95.00	01-6500-0-5750-1180-5864-730	31866
			10,197.00	PO230548-010	1,650.00	01-6500-0-5750-1180-5863-730	31866
W-854465	008058-05 AT&T	05/23/2023	1,391.00	PO230229-006	1,391.00	01-0000-0-0000-8205-5901-720	6465874709
W-854466	007627-01 AT&T MOBILITY	05/23/2023	6,041.09	PO230562-003	5,840.13	01-0000-0-0000-8205-5901-720	287298525082X051
			6,041.09	PO230587-002	200.96	01-3060-0-7110-2490-5901-745	287274785274X040
W-854467	012032-01 BAY AREA SMASH R	05/23/2023	720.00	PO231046-001	720.00	01-3061-0-7110-2490-4300-745	0000064
W-854468	005765-01 BENCHMARK EDUCAT	05/23/2023	7,607.03	PO230535-001	7,607.03	01-0111-0-1110-1000-4100-740-202	474284
W-854469	009617-01 BRIGGS OT	05/23/2023	1,500.00	PO230271-008	1,500.00	01-6500-0-5750-1180-5864-730	3319
W-854470	011814-01 BROOKWOOD PROGRA	05/23/2023	104,792.50	PV230879-001	104,792.50	40-9012-0-0000-8500-5800-000	3950-21
W-854471	009660-01 CARRILLO CARDENA	05/23/2023	21.69	PO231038-001	21.69	01-0331-0-1210-1000-4300-331	051723 REIMB.
W-854472	009353-01 COASTSIDE PRINTE	05/23/2023	321.56	PO231023-001	321.56	01-0111-0-1110-1000-5800-000-304	33517
W-854473	011982-01 COUNTY OF SAN MA	05/23/2023	10,861.56	PO230784-006	4,459.50	01-6546-0-1460-3140-5800-730	CABRILLO1222
			10,861.56	PO230784-007	6,402.06	01-6546-0-1460-3140-5800-730	CABRILLO0123
W-854474	011976-01 EDTHEORY LLC	05/23/2023	27,968.00	PO230742-006	11,040.00	01-6500-0-5760-1180-5867-730	5293
			27,968.00	PO230742-007	16,928.00	01-6500-0-5760-1180-5867-730	5247
W-854475	011939-01 ERSKINE, BRITTAN	05/23/2023	9,326.31	PO230452-007	9,326.31	01-6500-0-5750-1180-5100-730	APR23 & MAY23 RE
W-854476	007476-01 ESTHER B CLARK S	05/23/2023	18,017.80	PO230413-009	5,098.00	01-6500-0-5750-1180-5100-730	121305
			18,017.80	PO230413-009	351.60	01-6500-0-5750-1180-5867-730	121305
			18,017.80	PO230413-009	180.00	01-6500-0-5750-1180-5864-730	121305
			18,017.80	PO230413-009	1,531.20	01-6500-0-5750-1180-5861-730	121305
			18,017.80	PO230413-009	1,960.00	01-6500-0-5750-1180-5863-730	121305
			18,017.80	PO230697-006	5,023.00	01-6500-0-5750-1180-5100-730	121306

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			18,017.80	PO230697-006	1,914.00	01-6500-0-5750-1180-5861-730	121306
			18,017.80	PO230697-006	1,960.00	01-6500-0-5750-1180-5863-730	121306
W-854477	011398-01 INTRADO INTERACT	05/23/2023	18,700.00	PO231027-001	18,700.00	01-0000-0-0000-2421-4300-790	342731
W-854478	011852-02 LAUREN OSHIRO	05/23/2023	15,000.00	PO230649-003	15,000.00	01-6500-0-5760-1180-5867-730	123
W-854479	011930-01 MICHELLE HOLDT	05/23/2023	2,500.00	PO230386-004	2,500.00	01-4124-0-1110-1000-5800-740	MAY 10, 2023
W-854480	011958-01 NICOLE WALTERS	05/23/2023	3,150.00	PO230631-008	3,150.00	01-6500-0-5750-1180-5864-730	8
W-854481	009239-02 O'REILLY AUTO PA	05/23/2023	129.02	PO230146-002	129.02	01-9723-0-0000-3600-4300-788	3562-188617
W-854482	011178-01 PAULO'S AUTO CAR	05/23/2023	2,129.11	PO230173-021	2,129.11	01-8150-0-0000-8110-5603-780	69779
W-854483	011492-01 PENINSULA TRUCK	05/23/2023	946.98	PO230188-050	946.98	01-9723-0-0000-3600-5603-788	9922
W-854484	000139-01 SCHOOL SERVICES	05/23/2023	315.00	PO230874-001	315.00	01-0000-0-0000-3900-5800-750	W129379-IN
W-854485	008496-01 SCI CONSULTING G	05/23/2023	12,764.00	PO230735-001	12,764.00	25-9010-0-0000-7200-5800-000	SBS10626
W-854486	009491-01 SOUND AND SIGNAL	05/23/2023	1,033.93	PO230100-018	346.97	01-8150-0-0000-8110-5603-780	40947
			1,033.93	PO230100-019	686.96	01-8150-0-0000-8110-5603-780	40946
W-854487	011566-01 SPURR	05/23/2023	34,099.50	PO230038-013	3,151.64	01-0000-0-0000-8205-5502-720	129151
			34,099.50	PO230038-013	1,856.67	01-0000-0-0000-8205-5502-101	129151
			34,099.50	PO230038-013	1,872.39	01-0000-0-0000-8205-5502-103	129151
			34,099.50	PO230038-013	3,076.52	01-0000-0-0000-8205-5502-105	129151
			34,099.50	PO230038-013	6,151.15	01-0000-0-0000-8205-5502-211	129151
			34,099.50	PO230038-013	13,875.79	01-0000-0-0000-8205-5502-331	129151
			34,099.50	PO230038-013	5,521.00	01-0000-0-8120-8120-5502-331	129151
			34,099.50	PO230038-014	(1,405.66)	01-0000-0-0000-8205-5502-720	129151
W-854488	012030-02 SYLVIA RODRIGUEZ	05/23/2023	300.00	PO231022-001	300.00	01-0111-0-1110-1000-5800-000-304	APRIL 2023
W-854489	012029-01 TAYLOR TAFT	05/23/2023	62.54	TC230086-001	62.54	01-6520-0-5770-1190-5200-331	APR23 MILEAGE

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Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
W-854490	011141-01 THE AVALON ACADE	05/23/2023	24,560.50	PO230475-010	8,869.00	01-6500-0-5750-1180-5100-730	5580
			24,560.50	PO230475-010	1,480.00	01-6500-0-5750-1180-5867-730	5580
			24,560.50	PO230475-010	726.00	01-6500-0-5750-1180-5864-730	5580
			24,560.50	PO230475-010	888.00	01-6500-0-5750-1180-5800-730	5580
			24,560.50	PO230476-010	8,869.00	01-6500-0-5750-1180-5100-730	5579
			24,560.50	PO230476-010	1,332.00	01-6500-0-5750-1180-5867-730	5579
			24,560.50	PO230476-010	1,508.50	01-6500-0-5750-1180-5864-730	5579
			24,560.50	PO230476-010	888.00	01-6500-0-5750-1180-5800-730	5579
W-854491	008523-01 THE SPEECH PATHO	05/23/2023	30,815.79	PO230412-017	30,815.79	01-6500-0-5760-1180-5867-730	INV24424
W-854492	008442-01 VISTA CENTER	05/23/2023	3,731.25	PO230261-009	547.25	01-6500-0-5760-1180-5800-730	0423-0004
			3,731.25	PO230262-010	1,492.50	01-6500-0-5760-1180-5800-730	0423-0005
			3,731.25	PO230263-011	1,691.50	01-6500-0-5760-1180-5800-730	0423-0006
W-854493	011806-01 YOUMAN, MARTHA	05/23/2023	7,000.00	PO230564-012	7,000.00	01-6500-0-5001-2100-5800-730	1203
W-854494	011975-01 YOUNGS AUTO PART	05/23/2023	301.41	PO230737-003	62.65	01-8150-0-0000-8110-4300-780	105774-2
			301.41	PO230737-004	96.98	01-8150-0-0000-8110-4300-780	105873-2
			301.41	PO230737-005	141.78	01-8150-0-0000-8110-4300-780	108364-2
W-856649	011909-01 ARCADIO'S PRODUC	05/25/2023	277.62	PO230194-036	213.00	13-5466-0-0000-3700-4710-331	216147
			277.62	PO230194-036	64.62	13-5466-0-0000-3700-4712-331	216147
W-856650	008911-01 DAVID'S BAGELS	05/25/2023	190.00	PO230269-070	60.00	13-5310-0-0000-3700-4712-331	38510
			190.00	PO230269-071	70.00	13-5310-0-0000-3700-4712-331	38559
			190.00	PO230269-072	60.00	13-5310-0-0000-3700-4712-331	38580
W-856651	009571-01 GOLD STAR FOODS	05/25/2023	1,666.12	PO230198-090	570.52	13-5310-0-0000-3700-4712-211	6110482
			1,666.12	PO230198-091	758.22	13-5310-0-0000-3700-4712-331	6110486

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			1,666.12	PO230198-093	102.00	13-5310-0-0000-3700-4712-211	6214438
			1,666.12	PO230198-094	235.38	13-5310-0-0000-3700-4710-331	6218029
W-856652	004981-01 STRAW HAT PIZZA	05/25/2023	489.65	PO230200-037	489.65	13-5310-0-0000-3700-4710-331	22997
W-856653	005163-01 SYSCO FOOD SERVI	05/25/2023	952.46	PO230203-061	348.18	13-5310-0-0000-3700-4712-331	550772929
			952.46	PO230203-061	256.57	13-5310-0-0000-3700-4710-331	550772929
			952.46	PO230203-061	347.71	13-5310-0-0000-3700-4300-331	550772929
W-856654	008412-01 TOTAL SCHOOL SOL	05/25/2023	3,770.82	PV230888-001	1,225.85	13-5310-0-0000-3700-5800-770	18-4406
			3,770.82	PV230889-001	2,544.97	13-5310-0-0000-3700-5800-770	18-4415
W-856655	012027-01 COLD STORAGE MAN	05/25/2023	660.00	PO231017-001	660.00	13-5310-0-0000-3700-5602-331	30759
W-856656	009571-01 GOLD STAR FOODS	05/25/2023	102.00	PO230198-092	102.00	13-5310-0-0000-3700-4712-331	6214434
W-857091	008058-04 AT&T	05/30/2023	7,915.86	PV230885-001	7,915.86	01-0000-0-0000-8205-5901-720	9391000531
W-857092	007418-01 BARNES, JAMES	05/30/2023	554.86	PV230890-001	554.86	01-4035-0-1110-2140-5200-760	CASCWA REIMB.
W-857093	007418-02 BARNES, JAMES	05/30/2023	158.80	PO231052-001	158.80	01-9549-0-1110-1000-4300-335	051823 REIMB.
W-857094	005837-01 BIG CREEK LUMBER	05/30/2023	2,549.16	PO230135-007	16.41	01-8150-0-0000-8110-4300-780	1921259
			2,549.16	PO230893-001	1,205.30	01-9542-0-1110-1000-4300-103	1889296
			2,549.16	PO230870-001	1,327.45	01-9542-0-1110-1000-4300-103	1889298
W-857095	009565-01 BUS & EQUIPMENT	05/30/2023	188.71	PV230896-001	188.71	01-9723-0-0000-3600-5603-788	76599
W-857096	010939-01 CABE	05/30/2023	6,320.00	PO230738-001	6,320.00	01-6266-0-1110-2140-5800-740	A23456
W-857097	011653-01 CHANEY CONSTRUCT	05/30/2023	1,880.00	PO231016-001	1,880.00	01-6388-0-3800-1000-5603-211-STEM	MS018
W-857098	000196-01 COUNTY SCHOOL SE	05/30/2023	49.14	PO231051-001	24.57	01-4035-0-1110-2140-5800-740	18605
			49.14	PO231051-002	24.57	01-4035-0-1110-2140-5800-740	18607
W-857099	004961-02 DEMCO INC.	05/30/2023	899.37	PO230828-001	899.37	01-0111-0-1110-1000-4200-740-201	7288792
W-857100	011998-01 EWELL EDUCATIONA	05/30/2023	195.00	PO230850-004	75.00	01-7010-0-3800-1000-4300-331	102-16333

41 Cabrillo Unified School District **Fiscal Year: 2023**

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			195.00	PO230850-005	120.00	01-7010-0-3800-1000-4300-331	102-16367
W-857101	000128-01 FOLLETT CONTENT	05/30/2023	1,478.71	PO230950-001	1,478.71	01-0111-0-1110-1000-4200-740-201	674874
W-857102	008602-02 HODGE, JOYCE	05/30/2023	1,885.00	PO230532-005	1,885.00	01-0000-0-0000-2140-5800-740	005
W-857103	011351-01 LAYNE, SOPHIA	05/30/2023	170.00	PO231069-001	170.00	01-0000-0-0000-7110-5200-710	SMCSBA REIMB.
W-857104	000550-01 PACIFIC GAS AND	05/30/2023	33,145.96	PO230273-020	2,952.13	01-0000-0-0000-8205-5502-720	0130358105-0/JUN
			33,145.96	PO230273-020	7,476.97	01-0000-0-0000-8205-5502-101	0130358105-0/JUN
			33,145.96	PO230273-020	4,043.28	01-0000-0-0000-8205-5502-103	0130358105-0/JUN
			33,145.96	PO230273-020	7,248.12	01-0000-0-0000-8205-5502-105	0130358105-0/JUN
			33,145.96	PO230273-020	2,182.17	01-0000-0-0000-8205-5502-107	0130358105-0/JUN
			33,145.96	PO230273-020	7,680.74	01-0000-0-0000-8205-5502-211	0130358105-0/JUN
			33,145.96	PO230273-020	1,562.55	01-0000-0-0000-8205-5502-331	0130358105-0/JUN
W-857105	011738-01 POWERSCHOOL GROU	05/30/2023	650.00	PV230891-001	650.00	01-7412-0-0000-2421-4300-331	INV345766
W-857106	009675-01 READY REFRESH BY	05/30/2023	158.98	PO230233-006	96.77	01-0420-0-3350-1000-4300-420	23E5737216001
			158.98	PO230295-006	31.10	01-9354-0-0005-2490-4300-745	03D0034251553
			158.98	PO230489-007	31.11	01-2600-0-1110-4000-4300-105	03D0034251553
W-857107	006423-02 THE HOME DEPOT P	05/30/2023	130.71	PO230129-017	130.71	01-8150-0-0000-8110-4300-780	710391137
W-857108	009346-01 U S BANK CORP PA	05/30/2023	1,129.05	PV230892-001	60.00	01-0111-0-1110-1000-4300-000-406	4246 0446 2279 1
			1,129.05	PV230893-001	44.79	01-0000-0-0000-2100-4300-740	4246 0446 2279 1
			1,129.05	PV230894-001	90.98	01-0111-0-1110-2490-4300-740-503	4246 0446 2279 1
			1,129.05	PV230895-001	903.89	01-7010-0-3800-1000-4300-331	4246 0446 6404 9
			1,129.05	PV230895-001	9.39	01-7010-0-3800-1000-4300-331	4246 0446 6404 9
			1,129.05	PV230895-001	20.00	01-7010-0-3800-1000-4300-331	4246 0446 6404 9
W-857109	011833-01 VESELIZA, RINALD	05/30/2023	90.39	TC230087-001	90.39	21-9711-0-9006-8520-5200-000	03/23, 04/23 & 0

41 Cabrillo Unified School District **Fiscal Year: 2023**

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
W-857110	011100-02 WILSON LANGUAGE	05/30/2023	4,337.01	PO230961-001	4,337.01	01-6500-0-5770-1120-4300-730	INV14145
W-857111	007426-01 BOYS & GIRLS CLU	05/30/2023	1,120.00	PV230886-001	630.00	01-8150-0-0000-8110-5603-780	BGCC2023144
			1,120.00	PV230887-001	490.00	01-8150-0-0000-8110-5603-780	BGCC2023145
W-857112	012035-01 ALEJANDRO RICO	05/30/2023	640.00	PO231057-001	640.00	01-9549-0-1110-1000-4300-335	10023
W-857113	011876-01 NELSON, JESSE	05/30/2023	300.00	PO231056-001	300.00	01-9549-0-1110-1000-4300-335	1023
W-857114	012007-01 ADAN & MARILLA P	05/30/2023	435.00	PO230906-003	435.00	01-6500-0-5760-1180-5100-730	REIMB; MAR23 ADJ
W-857115	011667-02 FOG CITY AUDIO V	05/30/2023	20,700.00	PO230992-002	20,700.00	01-0331-0-1330-2700-4300-331	23-0121
W-857116	011898-01 APPROACH LLC	05/30/2023	4,216.00	PO230032-011	4,216.00	11-6391-0-4110-2700-5800-561	4011
W-857117	012036-01 GLOBAL MODULAR I	05/30/2023	43,650.80	PO231071-001	43,650.80	21-9711-0-9634-8520-6200-101	12169
W-857118	012036-02 GLOBAL MODULAR I	05/30/2023	22,016.27	PO231070-001	22,016.27	21-9711-0-9634-8520-6200-101	12168
W-857119	006807-01 GRAPHICWORKS	05/30/2023	764.50	PO231068-001	764.50	01-0000-0-0000-7150-5800-710	05-15599
W-857120	011927-01 JW PEPPER & SON	05/30/2023	108.00	PO231055-001	8.00	01-9547-0-1345-1000-4300-211	365358786
			108.00	PO231030-001	47.00	01-9547-0-1345-1000-4300-211	364773343
			108.00	PO231030-002	3.00	01-9547-0-1345-1000-4300-211	364781470
			108.00	PO231030-003	5.00	01-9547-0-1345-1000-4300-211	364781471
			108.00	PO231030-004	45.00	01-9547-0-1345-1000-4300-211	364966371
W-857121	008304-01 CALIFORNIA WATER	05/30/2023	359.67	PO230459-009	359.67	01-0000-0-0000-8205-5503-107	2188039386-04272
W-857122	010689-01 MCVICKER, AMY	05/30/2023	575.10	PO231047-001	52.28	01-9542-0-1110-1000-4300-103	051823 REIMB.
			575.10	PO231047-001	522.82	01-0111-0-1110-1000-4300-740-303	051823 REIMB.
W-857123	008436-01 BRIDGE WIRELESS	05/30/2023	9,651.26	PO230923-003	1,686.88	01-0000-0-0000-3900-4300-760	40756
			9,651.26	PO230825-001	7,964.38	01-0000-0-0000-3900-4300-760	40746
W-857124	000196-03 COUNTY SCHOOL SE	05/30/2023	80,250.00	PO230217-001	80,250.00	01-0111-0-0000-2490-5800-740-102	18643
W-857125	008523-01 THE SPEECH PATHO	05/30/2023	145.00	PO230412-018	145.00	01-6500-0-5760-1180-5867-730	INV024552

41 Cabrillo Unified School District **Fiscal Year: 2023**

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
W-857126	005837-01 BIG CREEK LUMBER	05/30/2023	223.73	PO230870-002	223.73	01-9542-0-1110-1000-4300-103	1889297
W-857127	008957-02 NORTH COAST REGI	05/30/2023	10.00	PV230897-001	10.00	01-7010-0-3800-1000-5200-331	111746
W-857128	011611-01 ZANETTE, LISA	05/30/2023	452.47	PV230898-001	452.47	01-7010-0-3800-1000-4300-331	052223 REIMB.

Warrant/EFT Count: 257 **Total Warrant/EFT Amount:** 1,963,111.33

CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
Sean McPhetridge, Ed.D.

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Carmen Daniel
Kimberly Hines
Sophia Layne

MEMORANDUM

MEETING DATE: June 8, 2023
TO: Members of the Governing Board
FROM: Sean McPhetridge, Ed.D., Superintendent
J Jesús Contreras, Ed.D., Chief Business Officer
Bianca Forrester, Director of Personnel and Pupil Services
Drew Gamet, Director of Adult Education
CATEGORY: Consent/Action
ITEM TITLE: Approval of Annual Social Media Contract with Approach Marketing

BACKGROUND INFORMATION

La Costa Adult School has been utilizing the services of Approach Marketing, LLC services since last school year to market and promote LCAS programs on social media to increase enrollment and let the public know of services available. This contract will allow LCAS to continue its work with Approach Marketing for the next school year.

FISCAL ANALYSIS

Similarly to last year, this program would be paid for out of Fund 11, Adult Education. These funds are dedicated to Adult Education only. Thus, there is no financial impact to the General Fund.

RECOMMENDATION

Approve as submitted.

APPROACH MARKETING

Scope of Work for La Costa Adult School // July 1, 2023 – June 30, 2024

TACTIC	OVERVIEW & BUDGET
Community Management *July 1, 2023 – June 30, 2024*	**Activity** • Create monthly content calendars to promote LCAS content • Publish 2 pieces of social content/week across 1-2 social channels • Source free stock photos until new photoshoot is approved • Monitor all student comments/messages and reply quickly using online translation tools • Engage followers and invite new students to "follow" LCAS on Facebook • Flag and alert LCAS when time-sensitive comments/question are identified
Paid Social Media (Facebook + Next Door) *July 1, 2023 – June 30, 2024*	**Activity** • Use Facebook Ads Manager to create conversion-optimized ads to reach all key audiences • Recommend strategic approach to timing of running Facebook vs. Next Door ads; run ads based on recommendations • Continually monitor and optimize ads to deliver the strongest results • Tweak social ads in real-time to continually optimize based on the latest metrics and trends • Share monthly highlights report that outlines key results, engagement, top performing content, and key learnings that will apply to future posts/ads
Account Management *July 1, 2023 – June 30, 2024*	**Activity** • Ongoing strategic counsel • Participation in biweekly status calls • Manage billing and budget
$4,166 / Monthly Retainer *Includes $500/monthly average for paid social advertising*	

BILLING SCHEDULE

LCAS will be billed $4,166 on the first of each month starting July 1, 2023 through June 1, 2024.

PAYMENT FOR SERVICES

We will work with you to set up a recurring monthly ACH payment on the first business day on or after the 1st day of each month (see attached form). We can also submit monthly invoices which are due on the 1st to allow you to pay electronically by initiating an ACH on your end. During the first month of our engagement, the initial payment may need to be prorated.

Authorization to Direct Payment via ACH (ACH Debit)

Direct Payment via ACH is the transfer of funds from your bank account to our bank account for the purpose of paying for our services

I (we) authorize Approach, LLC ("COMPANY") to electronically debit my (our) account at the depository financial institution named below ('DEPOSITORY") as follows, and if necessary, electronically credit my (our) account to correct erroneous debits:

Account Type:	☐ **Checking** ☐ **Savings**
Routing Number:	
Account Number:	
Frequency of Debit	
Amount of Debit:	$
Start Date:	

I (we) agree that ACH transactions I (we) authorize to comply with all applicable laws. I (we) understand that this authorization will remain in full force and effect until I (we) notify COMPANY by email to payments@approachmarketing.com that I (we) wish to revoke this authorization. I (we) understand that COMPANY requires at least ten (10) days prior notice in order to cancel this authorization.

Company: _____

Name(s): _____
(Please Print)

Title: _____

Signature: _____ Date: _____

Please scan and email to payments@approachmarketing.com. If you have questions, please contact Cheryl Shirey at 614-543-8540.

Thank you,

Approach, LLC

GENERAL TERMS & CONDITIONS

PAYMENT SCHEDULE
At the acceptance of these terms and conditions, Client will be billed monthly for time and expenses for retained work. Client will be billed 50 percent of fee for project work at the onset of the project, remaining 50 percent balance due upon project completion. Approach will invoice Client on the 1st of the month prior to our first month of service. Electronic payment preferred via ACH. All invoices are due net 15 days. A 1.5% monthly service charge is payable on all overdue balances. A 3% service charge is payable on all credit card transactions.

RATES
Approach reserves the right to increase rates 3-5% annually with 30-days written notice.

REVISIONS
Agency includes one round of revisions. The Client shall be responsible for making payments for additional changes requested after the first round at agency blended rate of $220/hour.

EXPENSES
The Client shall reimburse Approach for all customary out-of-pocket expenses, including printing, postage and travel. Approach will charge a standard $800 per person per diem fee for travel days made at the client's request. In addition, travel hard costs will be billed back to the client.

TECHNOLOGY SUBSCRIPTION FEE
Client will be assessed a $50 Monthly Fee to cover technology and subscriptions for services needed to fulfill client work such as media monitoring, media/influencer sourcing software, social media analytics and social media ad tracking, secure data storage, technology security, etc.

CANCELLATION
In the event of cancellation of this assignment, ownership of all copyrights and original artwork, whether preliminary or final shall be retained by Approach until a cancellation fee for work completed, based on the contract price and expenses already incurred, is paid by the Client. Otherwise, the Client shall return all artwork within thirty days.

DEFAULT IN PAYMENT
The Client is responsible for legal fees, costs, and expenses necessitated by default in payment or any breach of this agreement.

OWNERSHIP OF WORK PRODUCT
Until completion and receipt of final payment, Approach will not transfer all rights and ownership to the Client. Some restrictions may apply for licensed materials (e.g. photography) where only limited use has been purchased.

RELEASE
The Client shall indemnify Approach against all claims and expenses, including attorney's fees and damages, due to uses for which no release was required in writing or for use exceeding authority granted by a release.

VENUE / JURISDICTION
The laws of the State of Ohio shall govern this agreement. Client and Approach further agree that any court of competent jurisdiction situated in Franklin County, Ohio shall have exclusive jurisdiction and venue relating to any suit or other legal proceeding concerning the breach of this Agreement.

REPRESENTATIVE CAPACITY
The individual who signs this agreement on behalf of Client warrants to Approach that they have full authority to sign on behalf of Client and, hold the Client, accountable for any and all billing.

BINDING AGREEMENT
The Agreement is binding upon, and fully enforceable against, the successors and assigns of Client.

TERMINATION AGREEMENT
Either party may terminate this Agreement by providing thirty (30) days written notice in advance of such termination. At the time of termination, Approach shall submit to Client its final invoice which will include a pro-rated amount for any partial month where services were performed by Approach and any other amounts due.

NOTICE
Any notice permitted or required by this Agreement shall be given to Client at the address contained on the Agreement. All notices will be sent by certified mail, return receipt requested. Either party may change its address for purposes of notice at any time, but such a change shall be effective only if it is made in writing and sent to the other party as provided hereinabove. Notice of any change of address must be sent as provided hereinabove.

Company Name (the "Client")	Client Address
Client Signature	Megan Shroy, President, Approach Marketing

CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
Sean McPhetridge, Ed.D.

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Carmen Daniel
Kimberly Hines
Sophia Layne

MEMORANDUM

MEETING DATE: June 8, 2023
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Assistant Superintendent, Curriculum and Instruction
Bianca Forrester, Director of Personnel and Pupil Services
Andrew Boysen, Principal, Half Moon Bay High School
Jennifer Shuen, 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 Salutatorian Grace Bigelow-Leth and Valedictorian Josephine Kearns

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 2023 Salutatorian – Grace Bigelow-Leth

The class Salutatorian is recognized as the student earning the highest academic record in a graduating class, second only to the Valedictorian. The person earning this recognition will give the first speech at graduation representing the entire senior class. The amount of effort, dedication, intelligence, and focus to earn the honor of Salutatorian is remarkable and worthy of our attention.

Half Moon Bay High School 2023 Valedictorian – Josephine Kearns

The Valedictorian is the student who represents the entire graduating class as the top academic student. Earning Valedictorian recognition is an achievement honor based on performance data over four high school years, but it also is illustrative of an individual who is respected by peers and staff in a myriad of ways. As part of this recognition, this person will have the opportunity to deliver the valedictory speech at graduation.

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

Recognize Half Moon Bay High School Salutatorian Grace Bigelow-Leth and Valedictorian Josephine Kearns.

CABRILLO UNIFIED SCHOOL DISTRICT

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MEMORANDUM

MEETING DATE: June 8, 2023
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Assistant Superintendent, Curriculum and Instruction
Drew Gamet, Director, La Costa Adult School
CATEGORY: Presentation
ITEM TITLE: La Costa Adult School Site Presentation

BACKGROUND INFORMATION

The La Costa Adult School administration team will provide an overview of site-based programs and services that are unique to the school.

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

This item is presented for information only.

CABRILLO UNIFIED SCHOOL DISTRICT

Every Student, Every Day!

La Costa Adult School

Lighting the Way to Your Dreams

What do we do?

We provide short term training and resources to get adults into higher paying, mid-level jobs.

How do we do it?

ESL

Classes designed to give students English skills with an emphasis on social and/or community interaction.

NEW

Adult Basic Education

English and Math classes that are designed for preparing students for academic or formal work settings.

High School Diploma/ Equivalency

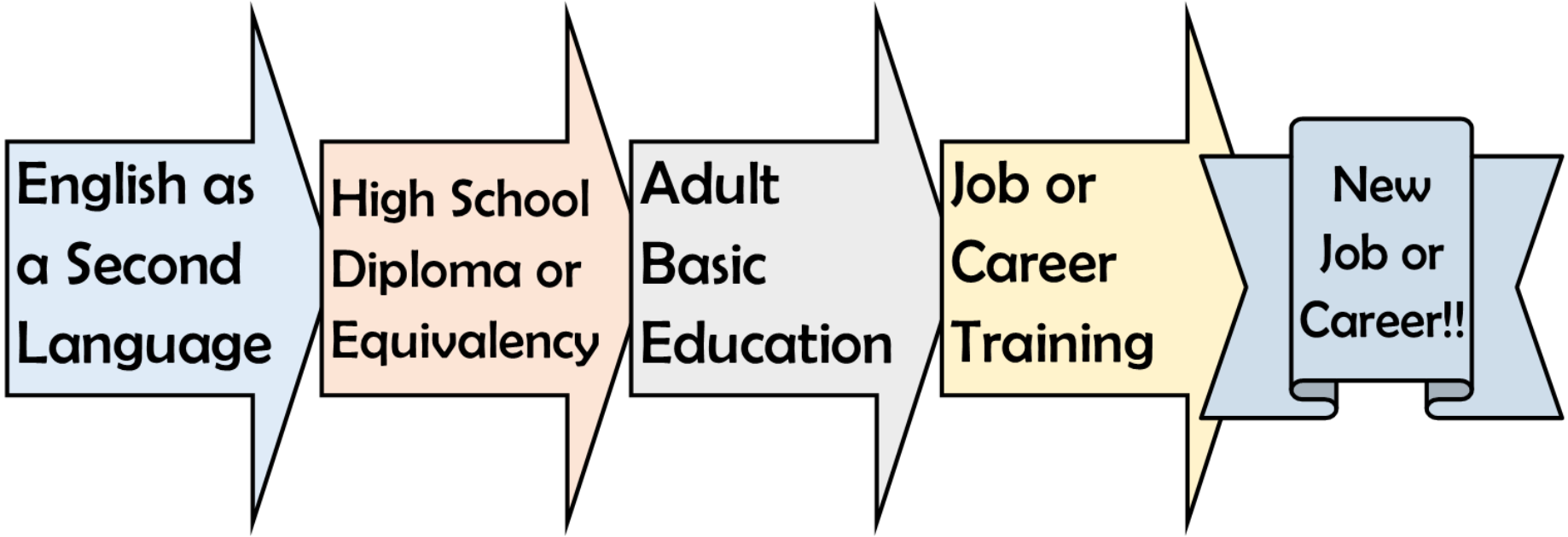
Give students a fast and effective track to learning the skills from a comprehensive high school.

NEW

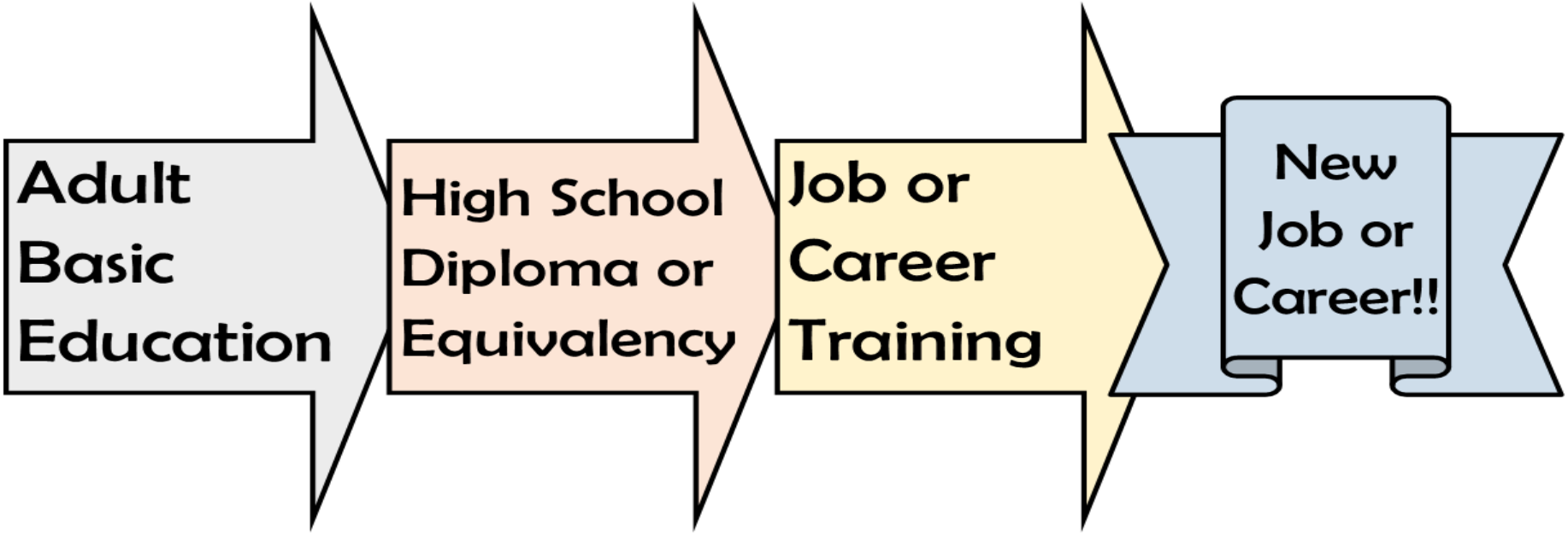
Workforce Training

Classes offered in partnership with the College of San Mateo to help prepare students for new careers at better wages or help them with continued training.

What does it look like?



What does it look like?



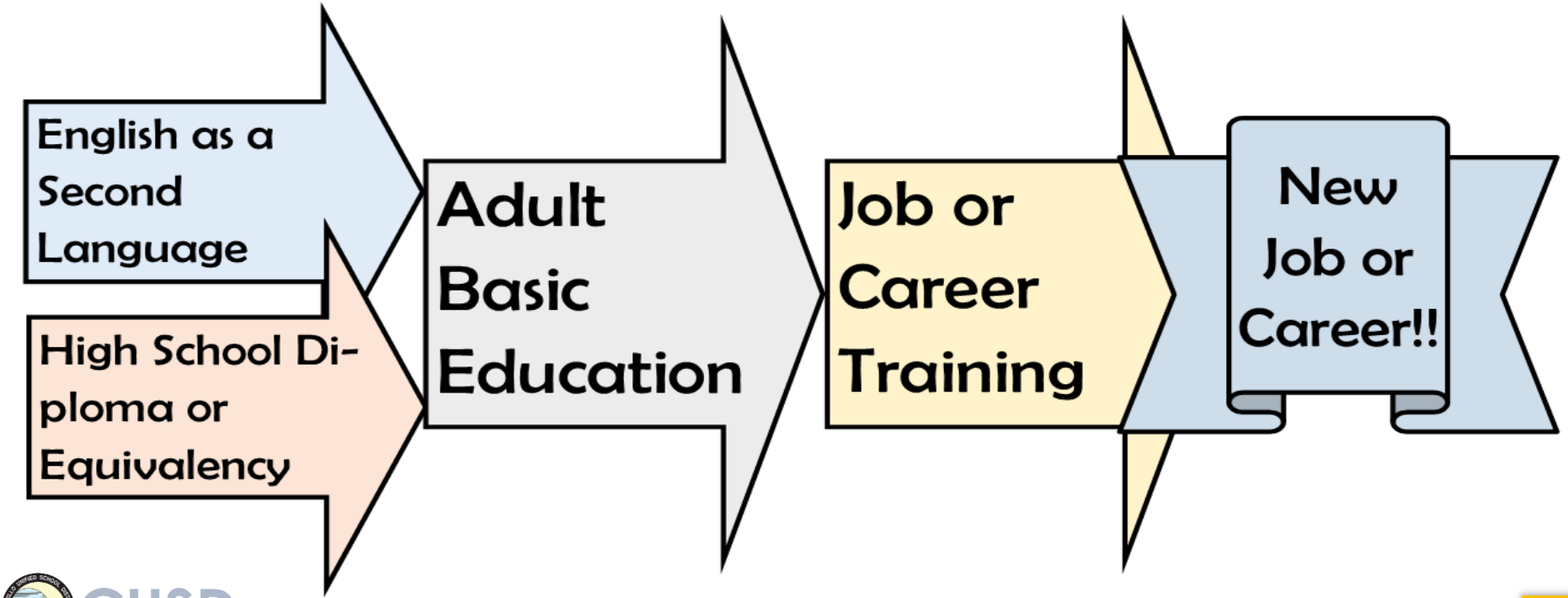
What does it look like?



What does it look like?



What does it look like?



Other Available Programs

K-12 Success: A program offered to the parents of elementary school children to teach parents about the school system and how to best support their children's success in school.

ESL for Seniors: A program offered at the Senior Coastsiders facility that provides residents with basic level ESL instruction.

Big Changes in 2023-2024

- Childcare for evening classes
- K-12 Success starting at the beginning of the year
- Hourly pay rate of $61.84
- Coordinated support for LCAS students attending CSM
- ESL classes in the morning
- Coordinated support between HMB Library and LCAS
- New locations for offering classes in HMB

Questions?

Thank you!

CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
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GOVERNING BOARD
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Kimberly Hines
Sophia Layne

MEMORANDUM

MEETING DATE: June 8, 2023
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Assistant Superintendent, Curriculum and Instruction
Israel Castillo, Coordinator of Instruction/Categorical/Grants and Special Projects
CATEGORY: Presentation/Action
ITEM TITLE: Adoption of Elementary Science Curriculum 2023-24 through 2030-31

BACKGROUND INFORMATION

This board memo serves as a request for CUSD's Governing Board to approve our new elementary (TK-5) science curriculum adoption for our four elementary schools (El Granada, Farallone View, Hatch, and Kings Mountain) beginning the 2023-2024 school year and lasting through the 2030-2031 school year.

From October 2022 through May 2023, our wonderful elementary Science Pilot Committee educators reviewed and piloted available California Department of Education (CDE) and San Mateo County Office of Education (SMCOE) recommended curricula for a district-wide elementary science adoption in CUSD. Prior to piloting, the Pilot Committee had the opportunity to obtain training from San Mateo County Office of Education focused on NGSS, CCSS, and EP&Cs. After this detailed process, our Science Pilot Committee members selected the newest edition offered by Delta Education FOSS Next Generation Elementary K - 5 grades. The program selected is aligned to the CA Next Generation Science Standards (NGSS) and is also recommended by our San Mateo County Office of Education (SMCOE).

This Foss Science Curriculum Adoption is directly aligned to CUSD's Local Control Accountability Plan (LCAP) goals and our elementary school Single Plan for Student Achievement (SPSA) goals:

- **GOAL 1 Student Achievement (Academic & Social-Emotional)**
- **GOAL 5 ELA/ELD, Mathematics, and Suspension**

Professional development will be provided year-round to all of our elementary teachers in order to successfully implement the adopted CORE and supplemental materials. This professional development is not limited to a Science Educator Collaborative that will engage in monthly meetings, but it will also include training throughout the academic year and summer months. The cost for these trainings will be funded through a hybrid of categorical funds, grant funds, and Local Control Funding Formula (LCFF) funds.

FISCAL ANALYSIS

This six-year Science Curriculum Adoption is estimated to cost $222,000. We will pay for this adoption using the one-time *Arts, Music, & Instructional Block Grant* funding source. The Arts, Music, & Instructional Materials Block Grant is one-time funding to support local education agencies to obtain standards-aligned professional development and instructional materials in specified areas, improve school culture, develop diverse and culturally relevant book collections, and fund other specified uses.

Please see additional details below regarding the recommended CORE Science Curriculum and supplemental materials.

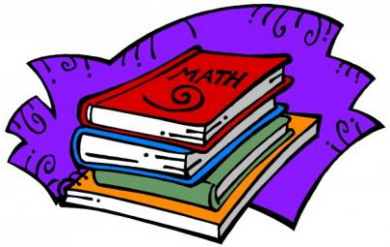
Elementary Science Adoption		
Grade Level	**Program**	**Costs to Support Math Curriculum Until 2030-2031**
TK - 5th grade	FOSS	$222,000
Mystery Science	5 years District Membership	$19,425

RECOMMENDATION

Staff recommends the CUSD Governing Board approve this recommended 6-year Elementary Science Curriculum Adoption as presented. If approved, this recommended Elementary Science Curriculum Adoption will be implemented at four elementary schools (El Granada, Farallone View, Hatch, and Kings Mountain) beginning in the 2023-2024 school year and lasting through the 2030-2031 school year.

CABRILLO UNIFIED SCHOOL DISTRICT

Every Student, Every Day!



Elementary Science Curriculum Adoption

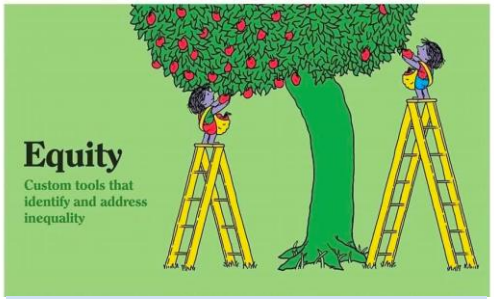
Governing Board Meeting

June 8, 2023

AGENDA

I. The Pilot Team
II. Background
III. Process
IV. Lenses Used by the Pilot Committee
V. CUSD Science and Needs
VI. Adoption Recommendation
VII. Questions

UNDER THE MTSS UMBRELLA



FOCUS ON EQUITY

ACADEMIC IMPROVEMENT





SUSTAINABILITY

CUSD GOALS VISUAL

Science Curriculum Adoption Committee Pilot Teams

Teacher	Site	Grade
Abby Foster	Hatch	1st Dual immersion
Luisa Hernandez	Hatch	2nd Dual immersion
Maile Springer	Kings Mountain	4/5th grade
Sonya Myers	Cunha	5th Grade
Celia Sanchez	Hatch	K Dual immersion
Bryan Felts	All	5th grade
Pauline Shue	El Granada	3rd grade
Stacey Walsh	El Granada	3rd grade
Kaia Lindberg	ALL	K-4 (3)
Debbie Silveria	Kings Mountain	K/1st Grade
Erica Krein	El Granada	Kindergarten
Annette Angeles-Hagarty	El Granada	TK
Lizeth Bendana	Pilarcitos	K-5th

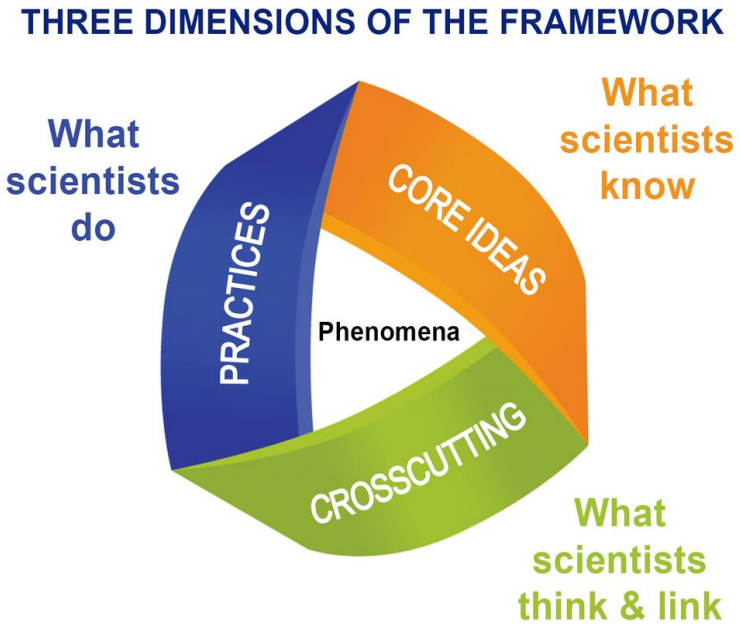
Adoption Process

- We reviewed work already done by a previous adoption committee prior to COVID-19.
- San Mateo County Office of Education(SMCOE) was invited to provide PD on what to look for and shared a list of approved and adopted materials by neighboring districts.
- Ranking was conducted to select two (2) programs for teachers to pilot.
- Adoption consisted of monthly district meetings.
- **Pilot consisted of professional development** sessions from the two pilot programs.
- Pilot process initiated in August of 2022 and concluded in May of 2023.
- Science pilot teachers were provided a stipend of $2,844 for their important role in piloting the programs.

CUSD Rubric Lenses

Criteria

- Phenomenon-Based
- Hands-on Investigations
- Assessments
- Literacy
- Modeling
- Simulations
- Integration
- Format
- Other priorities



RANKING

Program	A	B	C	D	E	F	TOP RANKING
Amplify Science	2	3	2	1	2	1	1
Green Ninja	7	7	7	7	7	7	
Twig Education	3	4	4	4	3	4	4
StemScopes (aka Accelerate Learning)	5	5	3	5	4	2	
Discovery	6	6	6	6	6	6	
Foss	1	2	5	3	1	3	2
Pearson	4	1	1	2	5	5	3

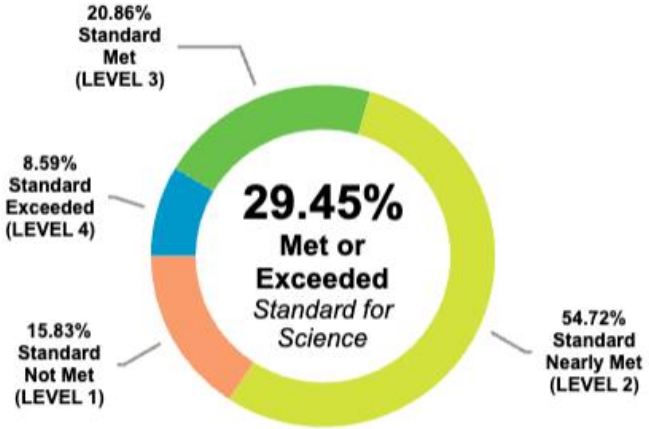
Science CAASPP DATA
"The Why"

2021/2022 Science CAASPP Data

Science

Percent of students within each achievement level

All Students

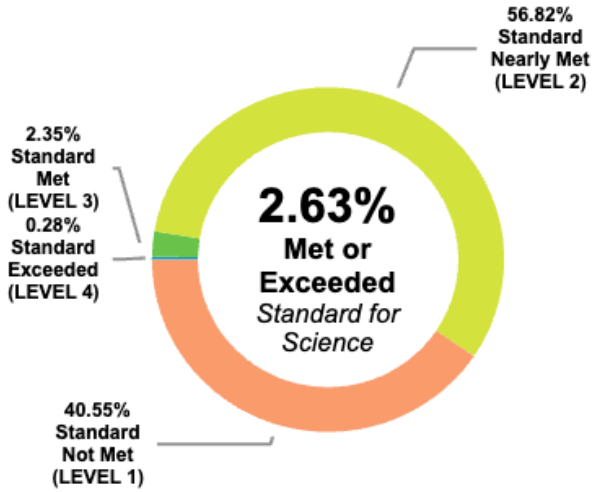


2021/2022 CAASPP Data

Science

Percent of students within each achievement level

English Learners

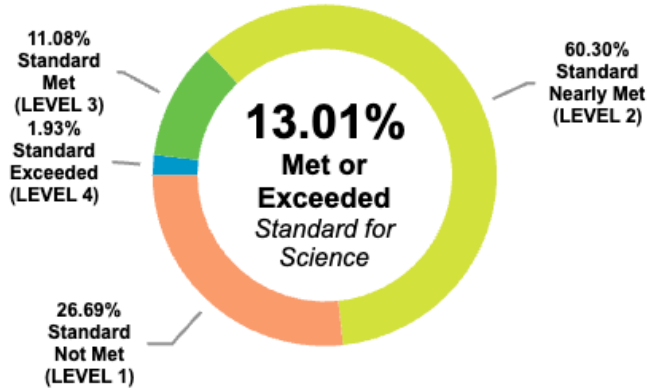


2021/2022 CAASPP Data

Science

Percent of students within each achievement level

Economically Disadvantaged

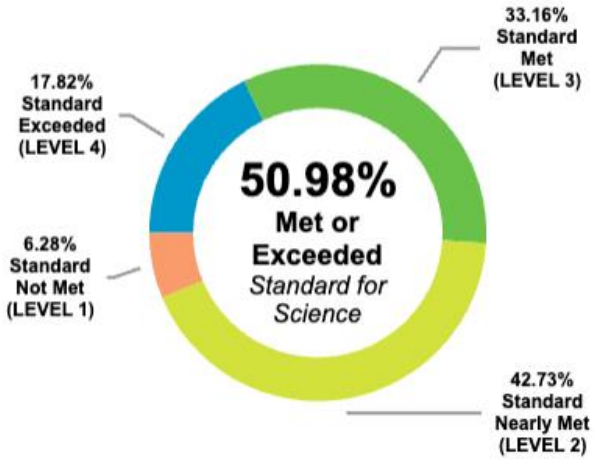


2021/2022 CAASPP Data

Science

Percent of students within each achievement level

White



Science FOSS (Full Option Science System)

- Developed by The Lawrence Hall of Science
- Published and distributed by Delta Education
- Under the School Specialty Group

Why Foss?

- English Language Arts Connections (articles lead students to read and think critically, enhancing their understanding)
- Embedded Investigation (teacher notes provide additional support for working with English Learners, and specific planning documents for FOSS use are provided)
- Making Sense of Phenomena (lets students investigate scientific phenomena with their own hands)
- Environmental Literacy (FOSS takes students outdoors to apply scientific principles to natural systems)
- Provides multiple types of Assessment Tools
- Digital Components (FOSSweb provides engaging, interactive virtual investigations and tutorials)
- Professional Learning FOSS (professional learning experiences can transform the culture of classrooms and foster intellectual risk-taking and collaboration among educators)
- Standards Alignment (NGSS performances and the Framework, practices of

Active Investigation is at the Very Heart of the Foss Curriculum

FOSS guides teachers to apply research-based practices to engage students as scientists, challenging students to make sense of real-world phenomena as they also learn how to solve meaningful problems.



Foss Introduction

Short Video



Link: https://drive.google.com/file/d/1F5rgmcyH5dSo0E0dulcR3Qb87UD3L9N1/view

Foss Material Costs and What is Included

- Grade level equipment kit for each teacher that has all the equipment for all three titles. No more rotating of kits!
- 3 - print Teacher Toolkits
  - Investigations Guide
  - Teacher Resources Book
  - Teacher Copy of Student Text
- 6 years of online access to FOSSweb on ThingLink
  - Interactive eBooks
  - Online assessments with reports
  - Simulations, videos, tutorials, interactive media
- Live materials delivered every year for 6 years
- Refill kits sent every 3 years
- 6 days of customized professional development
- COST Breakdown $221,734.19

Cost Breakdown for 6 Year Period

Grade	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	
K	3,600.83	$196.83	$196.83	$393.66	$196.83	$196.83	
1st	$22,970.10	$1,656.00	$1,656.00	$3,401.70	$ 1,656.00 $	$1,656.00	
2nd	$26,730.60	$1,207.50	$1,207.50	$3,532.80	$1,207.50	$1,207.50	
3rd	$29,433.25	$1,275.50	$1,275.50	$2,861.35	$1,275.50	$1,275.50	
4th	$34,969.20	$1,883.70	$1,883.70	$3,381.00	$1,883.70	$1,883.70	
5th	$31,542.20	$579.60	$579.60	$4,491.90	$579.60	$579.60	
Total	$172,468.41	$7,223.76	$7,223.76	$20,370.74	$7,223.76	$7,223.76	$221,734.19

Additional Supplemental Programs and Supports Teachers Requested to Enhance CORE Science

Mystery Science

Mystery Science is an innovative, standards-aligned, hands-on curriculum that teaches children how to think like scientists.

- An online platform which allows teachers access to already prepared lesson
- Science standards aligned
- Lessons actively engage students with investigations
- Phenomena-driven
- Written and 3-D assessments
- Cost for 5 years: $19,425

Recommendations to Support Elementary Teachers with the New Science Adoption

Help us help our students:

- Training on the various components of the program and how to navigate the assessment pieces
- Training days on how to make Science an important part of daily instruction for students
- Professional Development training days with Foss Trainers
- Continued training for newly hired Elementary educators prior to the start of the school year
- Ongoing collaboration and planning with district Science Teachers

Questions?

Thank you!

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
Carmen Daniel
Kimberly Hines
Sophia Layne

MEMORANDUM

MEETING DATE: June 8, 2023
TO: Members of the Governing Board
FROM: Stig Lynne, Technology Director
CATEGORY: Information/Presentation
ITEM TITLE: CUSD Technology Update

BACKGROUND INFORMATION

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, CUSD Technology Director

Governing Board Meeting

June 8, 2023

2022-23 Technology Team



Tatiana Marabel	Student Data Systems Coordinator
Yiannis Ouranitsas	System Administrator
Nicholas Cary	District Computer Technician
Jorge Betancourt	District Computer Technician
Eric Antonio	System Support Specialist
Stig Lynne	Technology Director

Technology Work Performed

- Upgraded sound, bell, and clock system at HMB High School and Cunha
- Successfully implemented a new electronic document system
- Applied for E-Rate funding for network equipment needs for the 2023-2024 academic year, covering 70% of the cost
- Currently in the process of implementing a new Student Information System (SIS) and Learning Management System (LMS)
- Resolved and closed 2500 help tickets, ensuring efficient support and problem-solving

Upcoming Technology Projects

- Working with Construction on Bond projects to help keep the network and Internet in working condition during these projects
- Upgrading all network equipment with new licenses
- Going live with new SIS and LMS
- Continuous work on improving network security
- Creating a Disaster and Recovery plan, a well-executed recovery plan that can help the organization maintain continuity during and after a disaster

CUSD E-RATE 2023-24

E-RATE ONLINE

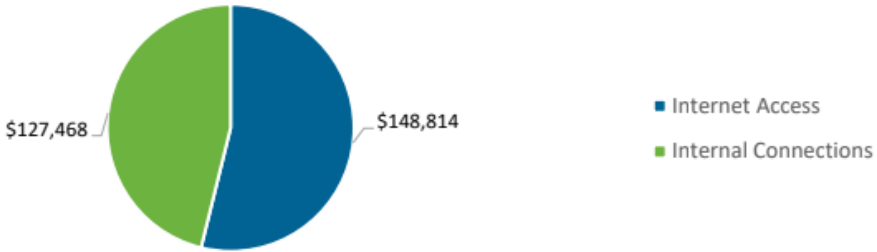
RESULTS RECAP

PREPARED FOR

Cabrillo Unified School District

Thank you for being part of the E-RATE ONLINE Team. Below, you will find a quick snapshot of the funds that you've requested for the 2023-2024 funding year, as well as your organization's entire E-Rate funding history to date.

YOUR 2023-24 FUNDING: $276,282



CUSD E-Rate History

This chart represents your pre-discount Category Two spending since the start of the first budget cycle. Category Two covers networking equipment, basic maintenance of networking equipment and managed internal broadband services.

YOUR E-RATE FUNDING HISTORY

2001-2023



*Indicates funding requested

Security Risk Awareness



Some of the security risks in a school network include:

- Unauthorized access
- Malware and viruses
- Phishing or impersonation
- Data breaches
- Insider threats
- Denial-of-Service (DoS) attacks

Security Risk Awareness (continued)

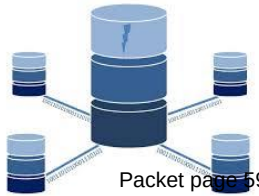


To minimize these risks, we have implemented the following:

- Cloud-based antivirus and malware software on all systems
- Redundant firewall to stop intrusion
- Network segmentation
- Regular audits and monitoring
- Patch management
- Employee awareness
- Multi-factor authentication (to access network devices)
- Backup on three different locations, including one outside the network

Student Data System

- Since January of this year, the CUSD IT Department has been diligently working on making necessary changes and ensuring our data integrity for a seamless transition to the new systems. The data is now almost ready to be transferred to the new system. As part of this data transition, access to the old Student Information System (SIS) will be turned off on June 11th.
- We are working to ensure everything is ready for a smooth start to the new school year in August. Our team is actively preparing the necessary resources and training to familiarize everyone with PowerSchool and Schoology. Coordinator of Student Services and Special Projects James Barnes has been working diligently to provide valuable training and resources to ensure a smooth transition.



Chromebooks at Cunha

- The district implemented a 1:1 Chromebook program for students at Cunha Middle School prior to the pandemic. Unfortunately, a significant number of Chromebooks (approximately +100 per year) have been damaged, resulting in considerable annual cost of $25K-$30K for replacements and repairs.
- In response to the concerns raised by educators at Cunha, both teachers and site administrators have proposed the reintroduction of Chromebook carts in classrooms. This will not only reduce the cost of replacements and repairs at Cunha, but it will also provide a more efficient way to manage the devices.



Chromebooks at the High Schools

- At the high school level, the 1:1 Chromebook program allowed seniors to take their Chromebooks home.
- This decision had been rational in the past because of the short lifespans of these Chromebook devices.
- However, due to longer lifespans of the devices (now estimated at 6 to 8 years), this is no longer ideal.
- Ultimately the longer lifespans of these newer Chromebooks are of benefit to the community because CUSD can lower frequency of replacements (which in turn is a more cost-effective use of public funds).
- The district incurs an annual cost of approximately $55,000 for the Chromebook program today.

Questions?

Thank you!

CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
Sean McPhetridge, Ed.D.

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Carmen Daniel
Kimberly Hines
Sophia Layne

MEMORANDUM

MEETING DATE: June 8, 2023
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Assistant Superintendent, Curriculum and Instruction
J Jesús Contreras, Ed.D., Chief Business Officer
Martha Ladd, Director of Educational Support Services
Israel Castillo, Coordinator of Instruction/Categorical/Grants and Special Projects
CATEGORY: Information/Public Hearing
ITEM TITLE: 2021-24 Local Control and Accountability Plan (LCAP) and 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 with a *draft* and summary of the following items:

- LCAP Budget
- LCAP Annual Update
- 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

Metrics and actions in this goal will be implemented to ensure that the progress made within Parent Involvement (Priority 3) and Family and 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 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.

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 current LCAP Public Hearing and LCAP Information board item, the LCAP will remain in draft form, and revision and refinement will occur before the final plan is recommended later for final approval. 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 $2,489,737.

RECOMMENDATION

For public hearing and information only.

CABRILLO UNIFIED SCHOOL DISTRICT

Every Student, Every Day!

Local Control Accountability Plan 2021/22 →2022/23→**2023/24** and Local Dashboard Presentation

Dr. Leticia Bhatia
Assistant Superintendent of Curriculum and Instruction

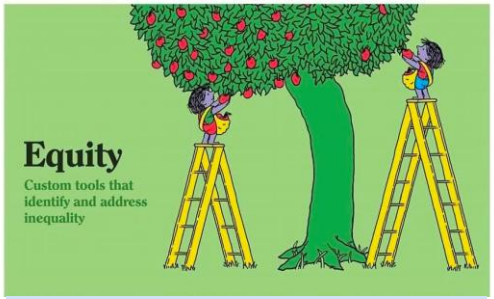
Governing Board Meeting
June 8, 2023

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

UNDER THE MTSS UMBRELLA



FOCUS ON EQUITY

ACADEMIC IMPROVEMENT





SUSTAINABILITY

CUSD GOALS VISUAL

LCAP OVERVIEW

THE LCAP "THROUGH LINE"



33 CUSD LCAP METRICS

- It is important to look at the LCAP as a whole.
- The LCAP is composed of different sections.
- The sections are interrelated. The document is greater than the sum of its parts.

CA Dashboard Overview

California School Dashboard

The state considers these factors in the 8 State Priorities for schools. The California School Dashboard is designed to report on many of these measures for the community and for federal and state accountability.

1 Basic Services
- Rate of teacher misassignments
- Access to standards-aligned materials
- Facilities in good repair

2 Implementation of State Standards
- Academic content
- Performance standards

7 Course Access
- Pupil enrollment in a broad course of study, including core academic subjects, STEM, world languages, the arts, health, career technical education, and physical education

CONDITIONS FOR LEARNING

8 Other Pupil Outcomes
- Pupil outcomes in broad course of study

STATE LCAP PRIORITIES

4 Pupil Achievement
- Standardized test scores
- Advanced placement test pass rates
- English learning proficiency and reclassification rates
- Evidence of college and career readiness

PUPIL OUTCOMES

5 Pupil Engagement
- Attendance rates
- Middle & high school dropout rates
- Graduation rates
- Chronic absenteeism rates

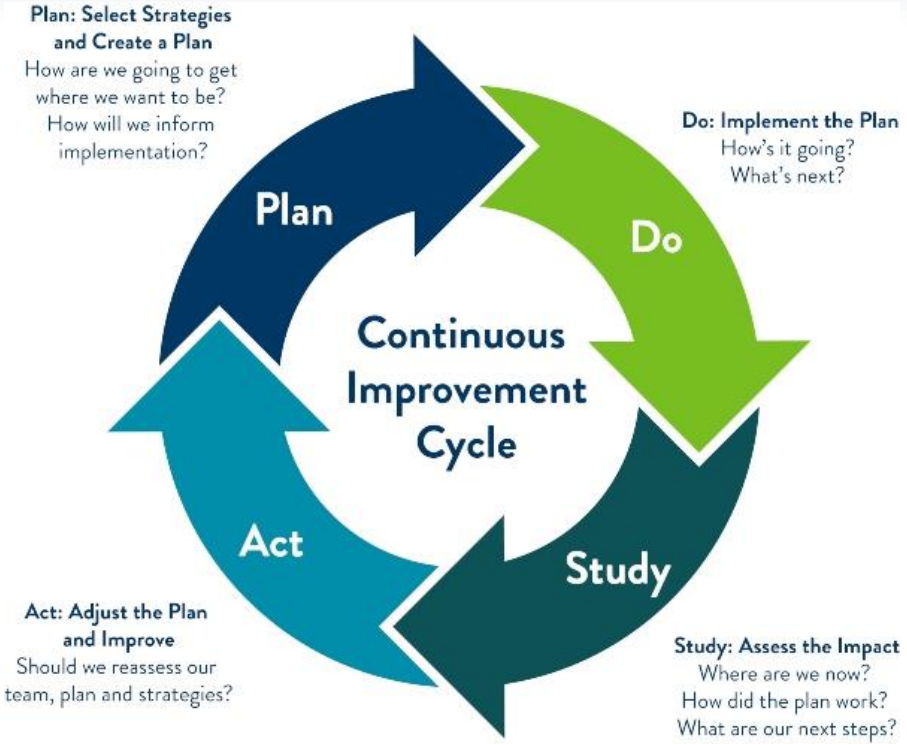
6 School Climate
- Suspension rates
- Expulsion rates
- Sense of safety and connectedness (school climate surveys)

3 Parental Involvement
- Efforts to seek parental input in decision making
- Promotion of parent participation

ENGAGEMENT

Improvement Takes Collective Action

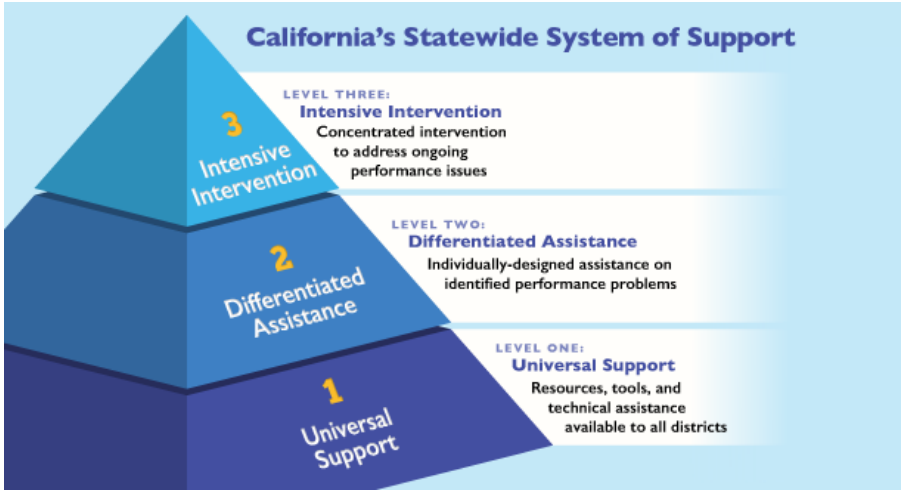
By asking difficult and valuable questions, school communities can work to find root causes and embark on improving the school experience for all students.



Accountability

Some districts and schools will be identified for targeted support due to low student performance across multiple measures.

This technical support is provided by the San Mateo County Office of Education. It involves dedicating resources to the district and schools to work together on improving systems and conditions.



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

	% change in performance (22-23 vs Baseline)						
	ALL Students	English Only	English Learners	Special Education	White	Hispanic Latino	Socioeconomically Disadvantaged
ELA	23	2.94	16	-4	26	13	-23
	13	2.98	12	9	38	13	-5
	19	-0.24	34	-14	51	10	-10
	35	-0.41	51	-10	-14	17	-24
	20	17	10	29	41	12	-14
	24	0	10	16	36	25	-8
	32	8	10	1	42	9	-49
MATH	42	3	18	0	-3	-5	-3
	26	13	11	40	8	1	0
	47	1	11	0	-6	-2	6
	29	40	13	60	57	43	1
	4	30	10	22	21	33	35
	40	19	10	0	0	13	16

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

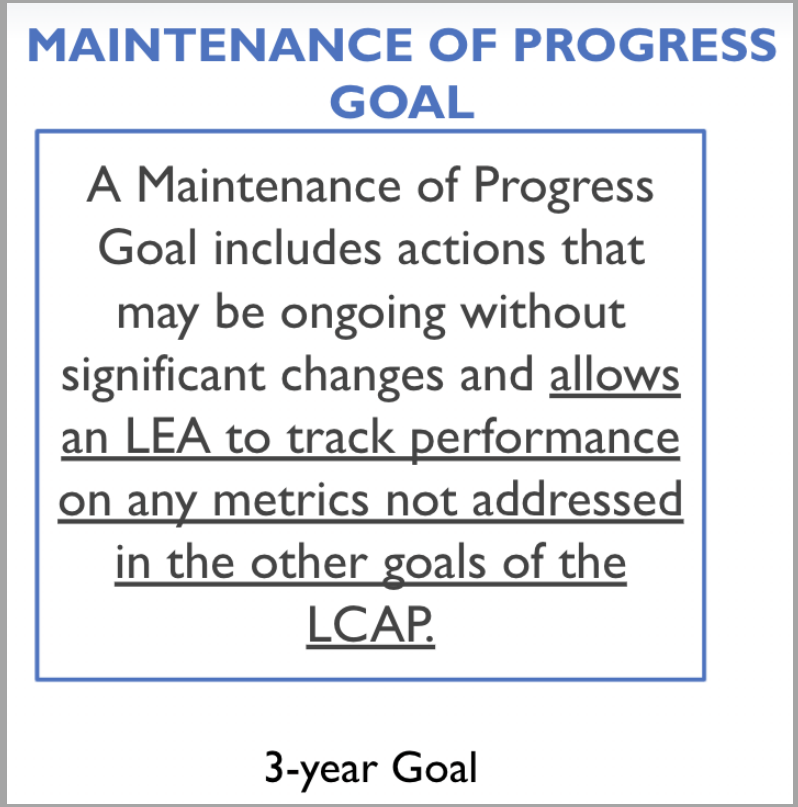
English Language Development Specialists

At-Promise Students Metrics

Broad Goal (Priorities 4 & 5)

METRIC		ALL STUDENTS		
DATA	Grade Level	BASELINE	22-23 CUSD/HMBHS	Desire Outcome
Percent of students taking the SAT Source: CDE DataQuest 2021-2022 for student enrollment HMBHS Counseling Office for SAT takers	CUSD	31%	28%	61%
		87		
Percent Completion of Students Meeting Graduation Requirement Source: CDE DataQuest 2021-2022	CUSD	89%	87% / 90%	95.30%
	White	92.80%	91%	98.80%
	Hispanic or Latino	86%	90%	96.30%
Graduates meetings UC/CSU Requirements Source: CDE DataQuest 2021-2022	CUSD	36%	56% / 59%	46%
	White	49%	71%	59%
	Hispanic or Latino	24%	41%	34%
Percent of students who have passed an AP exam with score of 3 or higher Source: College Board 2021-2022	Seniors	59% (171 out of 290)	66%	69%
Percentage of AVID students who apply to post-secondary education Source: CUSD Local Reports 2021-2022	AVID Students	35%	100%	85%
Percent of Students achieving Level 4 on the English Language Proficiency for California (ELPAC) Summative Source: CAASPP 2021-2022	ALL	16.40%	15.57%	26.40%
Districtwide Student Attendance Source: CUSD Data 2021-2022	CUSD	95%	91.7% as of 1/26/2023	98%

Maintenance of Progress Goals



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)

METRIC		ALL STUDENTS	
Description	**Target**	**BASELINE**	**22-23**
Panorama Survey Results Source: 2020-2021 Panorama Survey	Parent Participation	May/June 2021	320 families completed the survey
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	Final enrollment for SS 2023 estimated at: 797 Big Lift - 156 Summer STEAM - 180 Band & Immersion - 36 Credit Recovery - 260 High School PE, freshman, Algebra, Science - 125 ESY & Summer Skills - 40
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	HMBHS = 175
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	2022-2023 *Attendance for the following committees *Community Meetings through specific roundtable input from *Latino/x Roundtable (8 average participants out of 25 members) *LGBTQ Roundtable (0) *PTO Alliance (52 average participants out of 40 members) *Secondary Health and Wellness Committees (10 average participants out of 28 Members) *SEL Parent Meetings (?? average participants out of ?? members) * DELAC (20 average participants out of 491 EL Families invited)
Family & Student Case Management Source: 2020-2021 Migrant Education Case Management	1 to 1 Student Case		100% of Migrant Education Students and At-Promise

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)

METRIC		ALL STUDENTS		
Description	Target	BASELINE	22-23	Desire Outcome
Counseling Supports for Families Source: CUSD local data 2020-2021	Family Engagement SEL Nights	6	10	9
Site Parent Engagement Events Source: CUSD local data 2020-2021	Engagement Events	2	15	5
Site Community Liaison Training Source: CUSD local data 2020-2021	Site Community Liaisons	4	8	10
Translation Services Source: CUSD local data 2020-2021	All Sites	0	All sites	4
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	4 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)

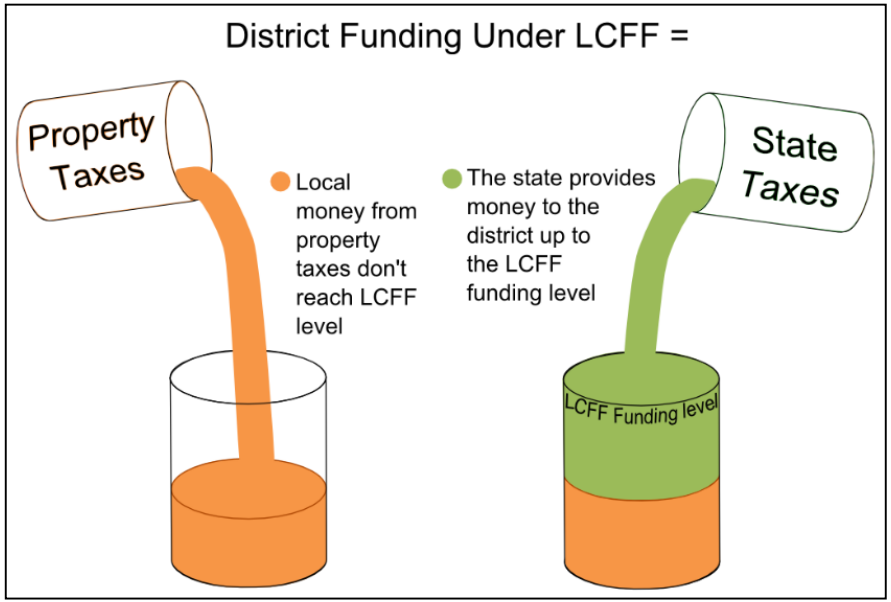
	ALL Students	English Only	English Learners	Special Education	White	Hispanic Latino	Socioeconomically Disadvantaged
ELA	23	2.94	16	-4	26	13	-23
	13	2.98	12	9	38	13	-5
	19	-0.24	34	-14	51	10	-10
	35	-0.41	51	-10	-14	17	-24
	20	17	10	29	41	12	-14
	24	0	10	16	36	25	-8
	32	8	10	1	42	9	-49

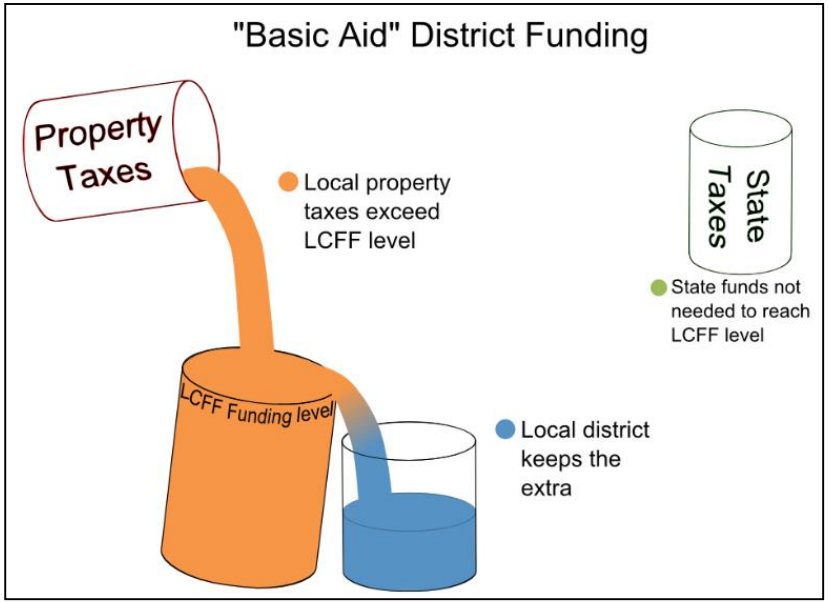
Districtwide Student Attendance Source: CUSD Data 2021-2022	CUSD	95%	91.7% as of 1/26/2023	98%

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	2023-2024
Total ADA*	3218	3192	3153	3095	3027	2933	2803	2748	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**	**$2,489,737**

Questions?

Thank you!

APPENDIX

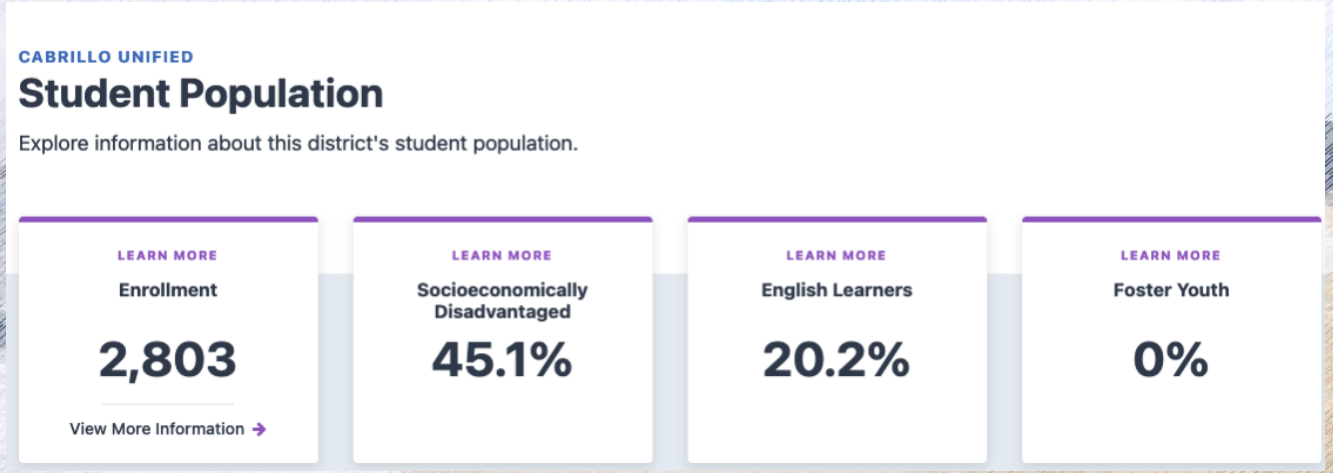
LCFF Priorities

https://www.cde.ca.gov/fg/aa/lc/statepriorityresources.asp

LCAP Metric Overview

https://docs.google.com/spreadsheets/d/1CxwTq0l0EapVs6zHO1BJc6SRhW-OTrte/edit?rtpof=true

CA Dashboard
CUSD Data 2021-2022



Mathematics (LCAP Priority 4)

2021-2022 Data

All Students

All Students | State



Low

65.4 points below standard

Number of Students: 1,338

Student Group Details

All Student Groups by Performance Level

7 Total Student Groups



Very Low

- English Learners
- Hispanic
- Homeless
- Socioeconomically Disadvantaged
- Students with Disabilities



Low

No Students



Medium

- Two or More Races
- White



High

No Students



Very High

No Students

No Performance Level

- African American
- Asian
- Filipino
- Pacific Islander

Mathematics (LCAP Priority 4)

2021-2022 Data

Name	Status Level	CURRENT STATUS Average distance from Standard	Current year number of valid students	School or district is held to the high school cut points	LOSS Penalty - The number of LOSS scores added to the DFS due to the participation rate being below 95%
Cabrillo Unified	Low	-65.4	1,338	N	2
Pilarcitos Alternative High (Continuation)	*	*	9	Y	8
Half Moon Bay High	Low	-101.4	236	Y	15
Alvin S. Hatch Elementary	Low	-58.5	249	N	--
El Granada Elementary	Low	-44.4	146	N	--
Farallone View Elementary	High	15.3	92	N	--
Kings Mountain Elementary	Very High	36.2	34	N	--
Manuel F. Cunha Intermediate	Low	-80.6	587	N	--

Farallone View and Kings Mountain Elementary Schools are performing at High or Above status levels. All other schools are performing at the Low status level.

English Language Arts (LCAP Priority 4)

2021-2022 Data

All Students

All Students | State



Low

21.5 points below standard

Number of Students: 1,344

Student Group Details

All Student Groups by Performance Level

7 Total Student Groups



Very Low

- English Learners
- Homeless
- Socioeconomically Disadvantaged
- Students with Disabilities



Low

- Hispanic



Medium

- No Students



High

- Two or More Races
- White



Very High

- No Students

No Performance Level

- African American
- Asian
- Filipino
- Pacific Islander

English Language Arts (LCAP Priority 4)

2021-2022 Data

Name	Status Level	CURRENT STATUS Average distance from Standard	Current year number of valid students	School or district is held to the high school cut points	LOSS Penalty - The number of LOSS scores added to the DFS due to the participation rate being below 95%
Cabrillo Unified	Low	-21.5	1,344	N	--
Pilarcitos Alternative High (Continuation)	*	*	10	Y	8
Half Moon Bay High	Low	-14.4	236	Y	8
Alvin S. Hatch Elementary	Low	-49.4	251	N	--
El Granada Elementary	Low	-29.7	146	N	--
Farallone View Elementary	High	27.9	91	N	--
Kings Mountain Elementary	Very High	45.5	34	N	1
Manuel F. Cunha Intermediate	Low	-25.7	588	N	--

Farallone View and Kings Mountain Elementary Schools are performing at High or Above status levels. All other schools are performing at the Low status level.

English Learner Progress (LCAP Priority 4)

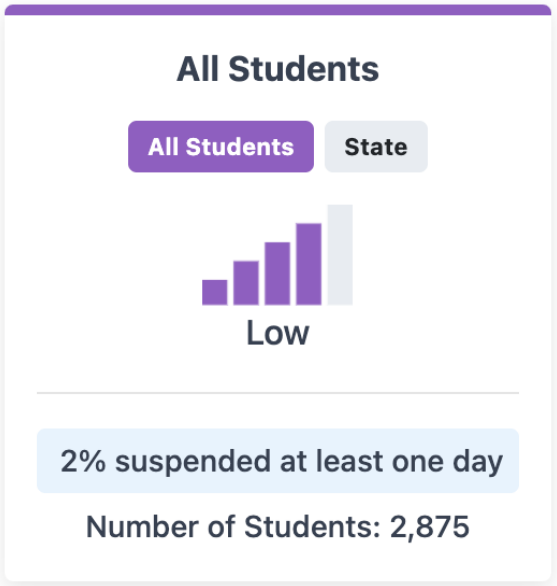
2021-2022 Data

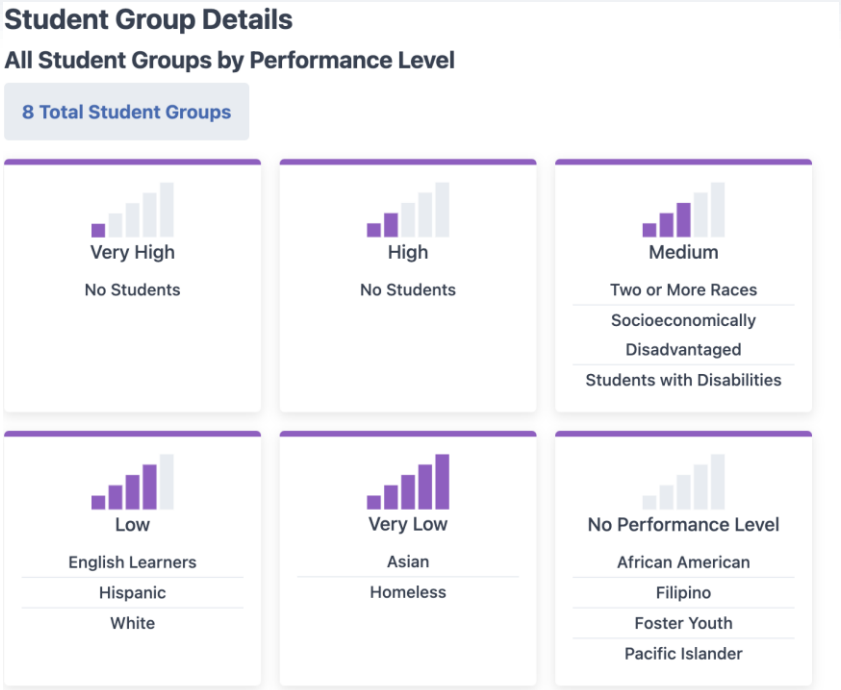
Name	Status Level	Current Status	Numerator	Denominator	Tested Less than 95% on ELPAC Summative
Cabrillo Unified	Medium	51.10%	187	366	N
Pilarcitos Alternative High (Continuation)	No Performance Level	*	*	3	N
Half Moon Bay High	Low	41.20%	21	51	Y
Alvin S. Hatch Elementary	Medium	50.70%	73	144	N
El Granada Elementary	Medium	47.40%	27	57	N
Farallone View Elementary	No Performance Level	*	*	10	N
Kings Mountain Elementary	No Performance Level	*	*	3	N
Manuel F. Cunha Intermediate	Low	56.10%	55	98	Y

We have made improvement at our Title I Elementary schools (Medium status level), but we know there is much more to do. 50% of ELs are still not showing progress, and our secondary sites are at a Low Status Level.

Suspension (LCAP Priority 6)

2021-2022 Data





English Learners, Hispanic students, and White students are performing at Low Suspension status level. Students with Disabilities, Socioeconomically Disadvantaged, and Two or More Races are suspended at a higher rate. We have to continue to strengthen our Social Emotional Learning programs and supports to reduce suspensions.

Graduation (LCAP Priority 5)

2021-2022 Data

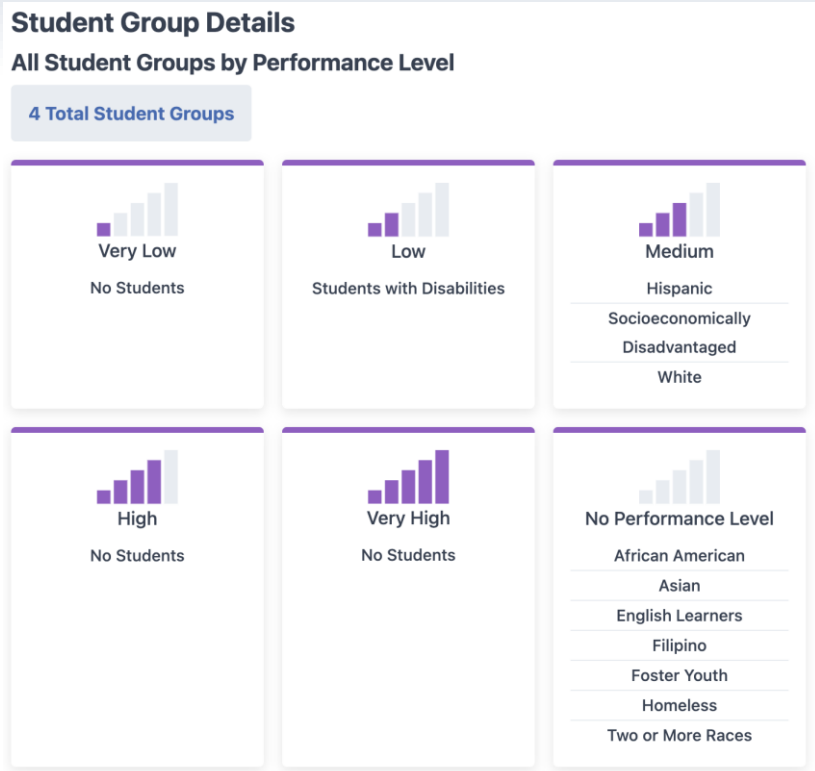
All Students

All Students | State

Medium

87.6% graduated

Number of Students: 282



Our overall graduation rate for Hispanic, Socioeconomically Disadvantaged, and White students are at the Medium status level. Students with Disabilities are at Low status level. Overall, our goal must be to increase graduation rates for all student subgroups.

Chronic Absenteeism (LCAP Priority 5)

2021-2022 Data

All Students

All Students | State

Very High

22.5% chronically absent

Number of Students: 1,745

Very High

English Learners
Hispanic
Homeless
Socioeconomically Disadvantaged
Students with Disabilities

High

Two or More Races
White

Medium

No Students

Low

No Students

Very Low

No Students

No Performance Level

African American
Asian
Filipino
Foster Youth
Pacific Islander

Chronic Absenteeism (LCAP Priority 5)

2021-2022 Data

Name	Status Level	Current chronic absenteeism rate	Current number of students chronically absent	Current number of eligible students	Assigned auto-orange due to unverified data
Cabrillo Unified	Very High	22.50%	392	1,745	N
Alvin S. Hatch Elementary	Very High	23.80%	130	546	N
El Granada Elementary	Very High	25.80%	82	318	N
Farallone View Elementary	High	14.50%	25	172	N
Kings Mountain Elementary	High	16.40%	10	61	N
Manuel F. Cunha Intermediate	Very High	22.40%	146	651	N

All schools have a High or Very High Status of Chronic Absenteeism with at-promise subgroup data having a higher level of absenteeism. Cycles of Inquiry will be conducted and goals developed to reduce our absenteeism rates.

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
Carmen Daniel
Kimberly Hines
Sophia Layne

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 2023-2024 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 2023-24 on June 8, 2023, 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 2, 2023. A copy of the draft LCAP will be available for public examination at the above location from June 2nd to June 8, 2023, 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 (Monday - Friday 9 am - 3 pm). 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 22, 2023, at 6:00 pm.

Thursday, June 8, 2023, 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 26, 2023

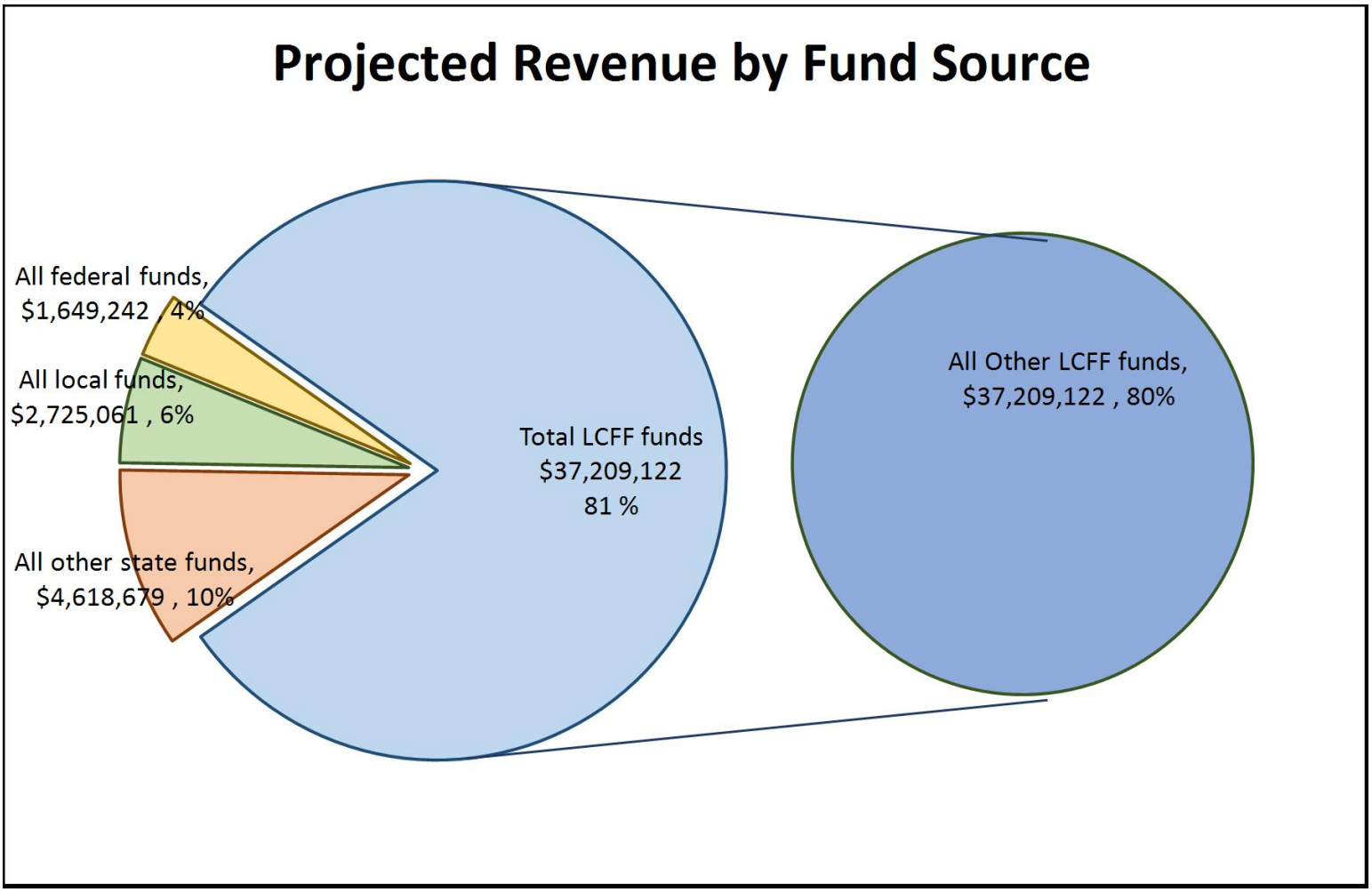
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Cabrillo Unified School District
CDS Code: 41-68890-0000000
School Year: 2023-24
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 2023-24 School Year

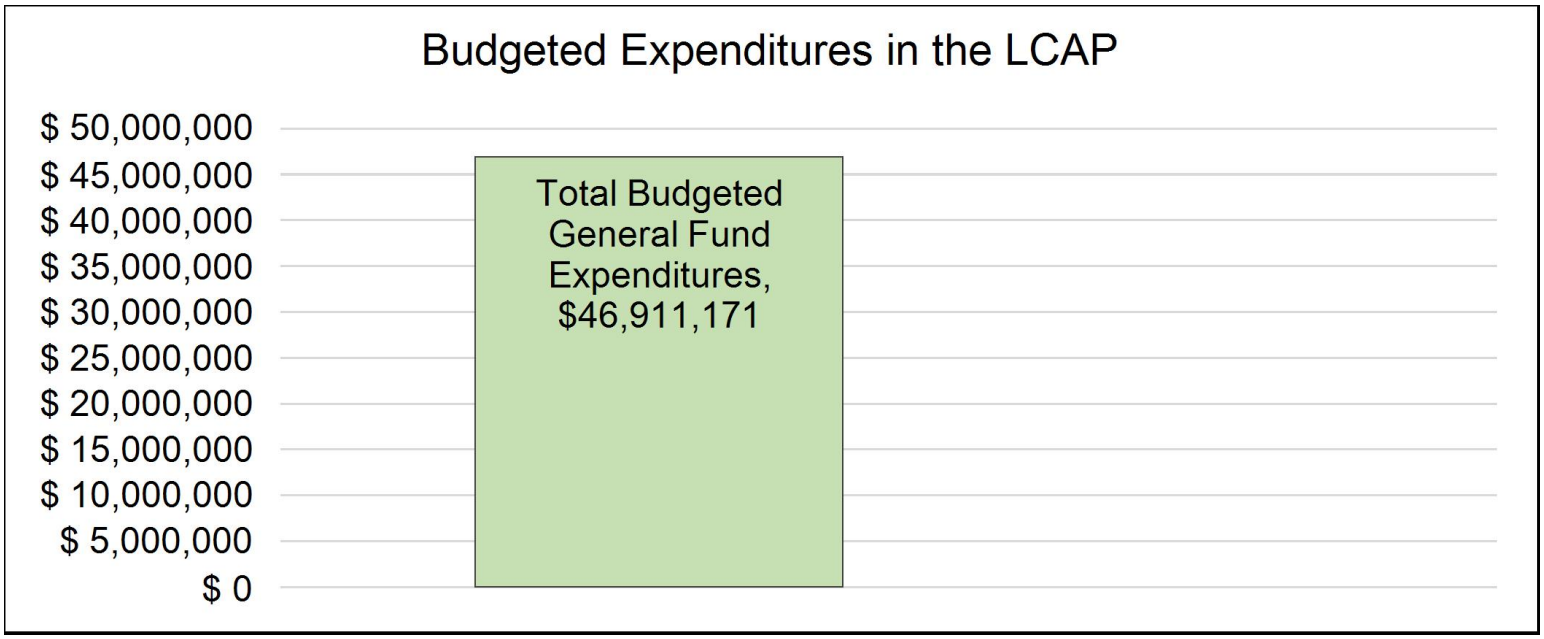


This chart shows the total general purpose revenue Cabrillo Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Cabrillo Unified School District is $46202104, of which $37209122 is Local Control Funding Formula (LCFF), $4618679 is other state funds, $2725061 is local funds, and $1649242 is federal funds. Of the $37209122 in LCFF Funds, $0 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 2023-24. 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 $46911171 for the 2023-24 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:

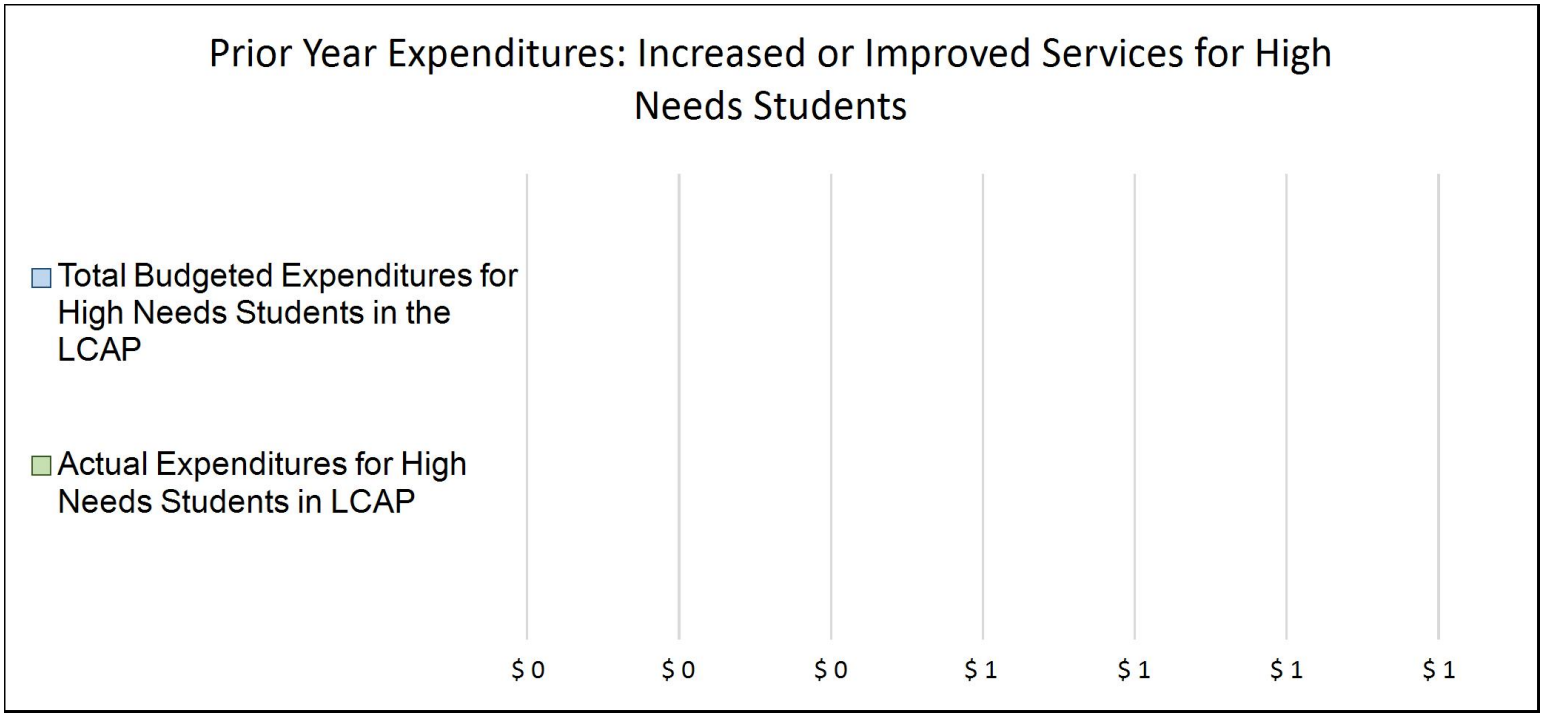
xyz

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Cabrillo Unified School District is projecting it will receive $0 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 $0 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 2022-23



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 2022-23, 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 2022-23.

Local Control and 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 [2023-24]

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 2022-2023 school year, our student population is a total of 2,748 Students (Source: CALPADS).

Below are the demographics of our student subgroups: (Source: CALPADS)

English Learners: 495 (18%)
Socio-Economically Disadvantaged: 1146 (41.7%)

At CUSD there are 7 ethnic subgroups. Below are subgroups categories that have at least 10 students or more:

Hispanic/Latino: 1,441 (52.44%)
White: 1,098 (39.96%)
Two or More Races: 135 (4.91%)
Asian: 34 (1.24%)
Filipino: 17 (0.62%)
Black/African American: 13 (0.44%)
Other: 11 (0.4 %)

CUSD serves students from 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 been proven to close the achievement gap. During the 2022-2023 school year, we also engaged in a Multi-tiered System of Support (MTSS) is the framework that we continue to implement to ensure all students have the opportunity to be successful.

Some of our initiatives include the following:

* Engagement in an Equity Audit
* Development of a Strategic Plan for Professional Development for Certificated and Classified Staff
* English Language Development (ELD) Support
* Interventions (Academic and Social)
* Advancement Via Individual Determination (AVID)
* Environmental Sustainability
* Secondary Dual Enrollment and Concurrent Enrollment
* Advanced Placement, Early College, and Career Technical Education (CTE) Pathways
* Secondary Mathematics and Elementary Science Adoptions
* Dual-Enrollment
* Positive Behavior Interventions and Supports (PBIS)
* Wellness Services
* Community Liaisons and Parent Outreach
* Individualized Education Programs

To meet our LCAP 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.

As Cabrillo Unified School District (CUSD) reflects on our 2022-2023 LCAP, we have seen many successes/progress using mainly our local qualitative and quantitative data.

CA DASHBOARD DATA (2021-2022)
****
The CA Dashboard 2022 data will be reported as baseline data. After a careful review of our CA DASHBOARD 2022 data, which we will use as our baseline data, we had great success in various indicators.

Due to the COVID-19 pandemic, the California Department of Education (CDE) applied state law that allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Due to this shift in reporting of status levels, we will be unable to compare data to the 2019 baseline data which used Red, Orange, Yellow, Green, and Blue to compare growth.

Next academic school year, the 2023-2024 school year, we will measure growth by comparing CA Dashboard 2021-2022 to CA Dashboard 2022 -2023 data.

For CUSD "All Students", we demonstrated the following gains/successes on the following LCAP Indicators:

(1) ACADEMIC PERFORMANCE

English Language Arts:

ALL Student Performance Level
Very Low
English Learners, Homeless, Socioeconomically Disadvantaged, & Students with Disabilities
Low
Hispanic
High
Two or More Races & White
No Performance Level
African American, Asian, Filipino, Foster Youth, & Pacific Islander

Mathematics:

ALL Student Performance Level
Very Low
English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, & Students with Disabilities
Medium
Two or More Races & White
No Performance Level
African American, Asian, Filipino, Foster Youth, & Pacific Islander

English Learner Progress:

51.1% making progress towards English language proficiency

(2) ACADEMIC ENGAGEMENT

Chronic Absenteeism:

ALL Student Performance Level
Very High English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, & Students with Disabilities
Medium
Two or More Races & White
No Performance Level
African American, Asian, Filipino, Foster Youth, & Pacific Islander

Graduation Rate:

ALL Student Performance Level
Low
Students with Disabilities
Medium
Hispanic, Socioeconomically Disadvantaged, & White
No Performance Level
African American, Asian, Filipino, Foster Youth, Homeless, & Two or More Races

(3) CONDITIONS AND CLIMATE

Suspension Rate:

ALL Student Performance Level
Medium
Two or More Races, Socioeconomically Disadvantaged, & Students with Disabilities
Low
English Learners, Hispanic, & White
Very Low
Asian & Homeless
No Performance Level
African American, Filipino, Foster Youth, & Pacific Islander

LOCAL DISTRICT DATA (2022-2023)
****

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 language arts, we had an increase in overall student performance in the following grades:

4th Grade 37% (13% increase compared to 2021-2022)
7th Grade 45% (6% increase compared to 2021-2022)
8th Grade 50% (10% increase compared to 2021-2022)
11th Grade 55% (6% increase compared to 2021-2022)

CUSD's percent completion of students meeting graduation requirements slightly (TO BE INSERTED IN JUNE 2023).

CUSD District-wide 90.10% (??% increase/decrease compared to 2021-2022)
White 93.60% (??% increase/decrease compared to 2021-2022)
Hispanic or Latino 86.10% (??% increase/decreasecompared to 2021-2022)

California Science Test (CAST)
All Students 5th 29.21% 37.14% (7.93% decrease compared to 2020-2021)
All Students 8th 25.91 29.39% (3.48% decrease compared to 2020-2021)
All Students. 12th 39.45 34.07% (5.38% increase compared to 2020-2021)

Teacher Induction Program
We continue to serve 100% of our new teachers by providing new teachers with mentorship and support through our San Mateo County Office of Education (SMCOE) new teacher induction services.

Professional Development
During the 2021-2022 school year, we engaged our staff in various types of professional development opportunities centered around equitable best practices and Multi-Tiered System of Support (MTSS). Through our SMCOE partnership, staff was engaged in reviewing data and determining a grade or subject level strategy that would best support clear learning targets aligned to Common Core Standards that would lead to collaborative conversations and an increase in academic vocabulary.

SAT Completion Rate
Percentage of students taking the SAT 28% (11% decrease compared to 2021-2022)

AVID Post-Secondary Data
Percentage of AVID students who apply to post-secondary education 100% (Neutral growth compared to 2021-2022)

Career Technical Education Data
Although we did not increase pathways, the foundational courses have been set up in preparation for new pathways (Computer Science, Visual Arts and Performing Arts, and Pharmaceutics)

Overall, our progress can be attributed to the successful implementation of the various research-based actions and services as defined in our 2022-2023 Local Control Accountability Plan (LCAP).

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, the California Department of Education (CDE) applied state law that allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Due to this shift in reporting of status levels, we will be unable to compare data to the 2019 baseline data which used Red, Orange, Yellow, Green, and Blue to compare growth.

The CA Dashboard 2021-2022 data will be reported as baseline data. Next academic school year, the 2023-2024 school year, we will measure growth by comparing CA Dashboard 2021-2022 to CA Dashboard 2022 -2023 data. For the 2021-2022 school year, CUSD will be using CA Dashboard data as a baseline to demonstrate performance levels.

CUSD will also use 2022-2023 local benchmark assessments as LCAP metrics. Unfortunately, we are still seeing the negative effects of the COVID-19 pandemic. 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 2022-2023 LCAP, we have seen many successes/progress using mainly our local qualitative and quantitative data.

CA DASHBOARD DATA (2021-2022)
****
After a careful review of our CA DASHBOARD 2021-2022 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 2021-2022 data to CA Dashboard 2022-2023 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

LOCAL DISTRICT DATA (2022-2023)
****
Utilizing our local district benchmark data and comparing 2020 to 2021 data and 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 English Language Arts, we had an increase in student performance in the following grades and subgroups.

English Only Students:
4th Grade 52% (3% increase compared to 2021-2022)
5th Grade. 63% (13% increase compared to 2021-2022)

English Learners:
4th Grade. 3% (1% increase compared to 2021-2022)
7th Grade. 17% (17% increase compared to 2021-2022)
11th Grade. 8% (8% increase compared to 2021-2022)

SPED:
4th Grade 10% (9% increase compared to 2021-2022)
7th Grade. 33% (29% increase compared to 2021-2022)
8th Grade. 17% (16% increase compared to 2021-2022)
11th Grade. 5% (1% increase compared to 2021-2022)

White:
3rd Grade. 45% (26% increase compared to 2021-2022)
4th Grade. 55% (38% increase compared to 2021-2022)
5th Grade 62% (51% increase compared to 2021-2022)
7th Grade. 66% (41% increase compared to 2021-2022)
8th Grade. 72% (36% increase compared to 2021-2022)
11th Grade 75% (42% increase compared to 2021-2022)

Hispanic Latinos:

3rd Grade. 19% (13% increase compared to 2021-2022)
4th Grade. 17% (13% increase compared to 2021-2022)
5th Grade 14% (10% increase compared to 2021-2022)
6th Grade 23% (17% increase compared to 2021-2022)
7th Grade. 24% (12% increase compared to 2021-2022)
8th Grade. 32% (25% increase compared to 2021-2022)
11th Grade 34% (9% increase compared to 2021-2022)

In mathematics, we had an increase in student performance in the following grades and subgroups.

All students:
6th Grade 67% (29% increase compared to 2021-2022)
7th Grade. 47% (4% increase compared to 2021-2022)
11th Grade 65% (8% increase compared to 2021-2022)

English Only:
6th Grade 78% (50% increase compared to 2021-2022)
7th Grade. 54% (14% increase compared to 2021-2022)

SPED:
4th Grade. 40% (40% increase compared to 2021-2022)
6th Grade 60% (60% increase compared to 2021-2022)
7th Grade. 22% (22% increase compared to 2021-2022)
11th Grade 67% (66% increase compared to 2021-2022)

White:
4th Grade. 46% (8% increase compared to 2021-2022)
6th Grade 79% (57% increase compared to 2021-2022)
7th Grade. 51% (21% increase compared to 2021-2022)
11th Grade 60% (20% increase compared to 2021-2022)

English Learners:
3rd Grade. 11% (13% increase compared to 2021-2022)
4th Grade. 14% (13% increase compared to 2021-2022)
5th Grade 12% (1% increase compared to 2021-2022)
6th Grade 43% (40% increase compared to 2021-2022)
7th Grade. 30% (30% increase compared to 2021-2022)

8th Grade. 19% (19% increase compared to 2021-2022)

Hispanic Latinos:
4th Grade. 22% (1% increase compared to 2021-2022)
6th Grade 55% (43% increase compared to 2021-2022)
7th Grade. 42% (33% increase compared to 2021-2022)
8th Grade. 21% (13% increase compared to 2021-2022)

Socio Economically Disadvantaged:
5th Grade 20% (6% increase compared to 2021-2022)
6th Grade 53% (1% increase compared to 2021-2022)
7th Grade. 41% (35% increase compared to 2021-2022)
8th Grade. 22% (10% increase compared to 2021-2022)
11th Grade 64% (50% increase compared to 2021-2022)

CUSD's percent completion of students meeting graduation requirements?

CUSD District-wide % (We will insert this data after graduation)
White % (We will insert this data after graduation)
Hispanic or Latino % (We will insert this data after graduation)

Teacher Induction Program
We continue to serve 100% of our new teachers by providing new teachers with mentorship and support through our San Mateo County Office of Education (SMCOE) new teacher induction services.

Professional Development
During the 2022-2023 school year, we engaged our staff in various types of professional development opportunities centered around equitable best practices and a Multi-Tiered System of Support (MTSS). Through our SMCOE partnership, staff was engaged in reviewing data and determining a grade or subject level strategy that would best support clear learning targets aligned to Common Core Standards that would lead to collaborative conversations and an increase in academic vocabulary.

AVID Post-Secondary Data
Percentage of AVID students who apply to post-secondary education. 100% (65% increase compared to 2020-2021)

Career Technical Education Data
Although we did not increase pathways, the foundational courses have been set up in preparation for new pathways (Computer Science, Visual Arts and Performing Arts, and Pharmaceutics)

Next academic school year, 2023-2024, we will be able to measure growth using the CA Dashboard 2021-2022 vs. 2022-2023 data. During our Spring academic school year, CUSD staff successfully administered the CAASPP battery of assessments for the second year in a row.

Overall, our progress can be attributed to the successful implementation of the various research-based 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. For this reason, we will continue to use our CA Dashboard data along with more current local indicators.

CA DASHBOARD DATA (2021-2022)
****
ACADEMIC PERFORMANCE

English Language Arts:

ALL Student Performance Level
Very Low
English Learners, Homeless, Socioeconomically Disadvantaged, & Students with Disabilities
Low
Hispanic
High
Two or More Races & White
No Performance Level
African American, Asian, Filipino, Foster Youth, & Pacific Islander

Mathematics:

ALL Student Performance Level

Very Low
English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, & Students with Disabilities
Medium
Two or More Races & White
No Performance Level
African American, Asian, Filipino, Foster Youth, & Pacific Islander

English Learner Progress:

51.1% making progress toward English language proficiency

(2) ACADEMIC ENGAGEMENT

Chronic Absenteeism:

ALL Student Performance Level
Very High English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, & Students with Disabilities
Medium
Two or More Races & White
No Performance Level
African American, Asian, Filipino, Foster Youth, & Pacific Islander

Graduation Rate:

ALL Student Performance Level
Low
Students with Disabilities
Medium
Hispanic, Socioeconomically Disadvantaged, & White
No Performance Level
African American, Asian, Filipino, Foster Youth, Homeless, & Two or More Races

(3) CONDITIONS AND CLIMATE

Suspension Rate:

ALL Student Performance Level
Medium

Two or More Races, Socioeconomically Disadvantaged, & Students with Disabilities
Low
English Learners, Hispanic, & White
Very Low
Asian & Homeless
No Performance Level
African American, Filipino, Foster Youth, & Pacific Islander

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 by improving our monitoring metrics as well as implementing targeted actions.

LOCAL DISTRICT DATA (2022-2023)
****
Utilizing our local district benchmark data and comparing 2020 to 2021 data and other local indicators, CUSD also demonstrated various areas that need significant improvement. 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 English Language Arts, using our local ELA assessment, we had an overall decline in performance when comparing overall growth for "ALL Students".

Districtwide Student Attendance 91.68% (a 3.38% decrease compared to 2020-2021)

English Language Arts Local District Benchmark "ALL Students"
3rd Grade 33% (23% decrease compared to 2021-2022)
4th Grade 37% (13% decrease compared to 2021-2022)
5th Grade 35% (19% decrease compared to 2021-2022)
6th Grade 27% (35% decrease compared to 2021-2022)
7th Grade 45% (20% decrease compared to 2021-2022)
8th Grade 50% (24% decrease compared to 2021-2022)
11th Grade 55% (32% decrease compared to 2021-2022)

English Language Arts Local District Benchmark "English Only"
3rd Grade 41% (10% decrease compared to 2021-2022)
5th Grade 63% (13% decrease compared to 2021-2022)
6th Grade 29% (28% decrease compared to 2021-2022)
7th Grade 61% (4% decrease compared to 2021-2022)

8th Grade 60% (14% decrease compared to 2021-2022)
11th Grade 71% (16% decrease compared to 2021-2022)

English Language Arts Local District Benchmark "English Learners"
3rd Grade 3% (3% decrease compared to 2021-2022)
5th Grade 0% (24% decrease compared to 2021-2022)
6th Grade 0% (41% decrease compared to 2021-2022)

English Language Arts Local District Benchmark "Special Education"
3rd Grade 0% (4% decrease compared to 2021-2022)
5th Grade 0% (14% decrease compared to 2021-2022)
6th Grade 0% (10% decrease compared to 2021-2022)

English Language Arts Local District Benchmark "Socioeconomically Disadvantaged"
3rd Grade 0% (23% decrease compared to 2021-2022)
4th Grade 3% (5% decrease compared to 2021-2022)
5th Grade 0% (10 % decrease compared to 2021-2022)
6th Grade 0% (24% decrease compared to 2021-2022)
7th Grade 10% (14% decrease compared to 2021-2022)
8th Grade 7% (8% decrease compared to 2021-2022)

Mathematics Local District Benchmark "ALL Students"
3rd Grade 32% (42% decrease compared to 2021-2022)
4th Grade 38% (26% decrease compared to 2021-2022)
5th Grade 25% (47% decrease compared to 2021-2022)
8th Grade 31% (40% decrease compared to 2021-2022)

Mathematics Local District Benchmark "English Only"
3rd Grade 48% (12% decrease compared to 2021-2022)
4th Grade 47% (32% decrease compared to 2021-2022)
5th Grade 30% (16% decrease compared to 2021-2022)
8th Grade 40% (24% decrease compared to 2021-2022)
11th Grade 61% (15% decrease compared to 2021-2022)

Mathematics Local District Benchmark "English Learners"

Mathematics Local District Benchmark "Special Education"

Mathematics Local District Benchmark "White"
3rd Grade 38% (3% decrease compared to 2021-2022)
4th Grade 35% (6% decrease compared to 2021-2022)

Mathematics Local District Benchmark "Hispanic Latino"
3rd Grade 16% (3% decrease compared to 2021-2022)

Mathematics Local District Benchmark "Socioeconomically Disadvantaged"
3rd Grade 0% (23% decrease compared to 2021-2022)
4th Grade 3% (5% decrease compared to 2021-2022)
5th Grade 0% (10% decrease compared to 2021-2022)
6th Grade 0% (24% decrease compared to 2021-2022)
7th Grade 10% (14% decrease compared to 2021-2022)
8th Grade. 7% (8% decrease compared to 2021-2022)
11th Grade. 1% (48% decrease compared to 2021-2022)

Percent of students taking the SAT
HMBHS 28% (3% decrease compared to 2021-2022)

District Wide Student Attendance
Unfortunately, for the 2022-2023 academic school year, our attendance as a district is measured as "Very High" with 22.5% of all students chronically absent. Chronically absent means

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 support 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 the 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, we scored a "Low" which is a positive measure.

The actions to support School Climate include:
* continuing wellness services with parent outreach that includes 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

For the 2023-2024 school year, 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.

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 LCAP goals with specific actions and services defined within our Goals and Actions section. These goals will continue to support all our students, particularly our at-promise students, with actions to support 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 continue to ensure we maintain highly qualified 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 were evaluated on a regular basis to ensure maintenance of progress and metrics and actions will continue to be reevaluated as necessary to determine if there is a need to evaluate a priority to a broad or focus goal.

CUSD retained 96% of staff and will continue to implement systems to recruit and retain highly qualified staff. Various professional development opportunities will continue to be offered to support the implementation of the newly adopted curriculum and instruction and the continued implementation of Common Core State Standards.

2) At-Promise Student Goal
Priority 4: Pupil Achievement
Priority 5: Pupil Engagement

There will be a continued 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 continue to be implemented to ensure that the progress made within Parent Involvement (LCAP Priority 3) goal will continue to be maintained over the coming three years. These areas will continue to be evaluated on a regular basis to ensure maintenance of progress and metrics and actions and continue to be reevaluated as necessary to determine if there is a need to evaluate a priority to a broad or focus goal.

We will continue to implement after-school and summer school interventions to support our at-promise students to reach proficiency. Our parent engagement committees, including our Latinx Roundtable, PTO Alliance, and DELAC Committee.

****

FOCUS GOALS
****

4) Social-Emotional Goal
LCFF Priority 6: School Climate
LCFF Priority 8: Other Pupil Outcomes

We increased the implementation of a positive climate framework to increase student well-being 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 continue to engage in the development of a local system and engage in a root cause analysis to ensure we continue to 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 2022-2023

Parents of students with disabilities
Wednesday, March 29, 2023 @5:00pm

Educational Partner Meeting
Wednesday, March 23, 2023 @9:30 am
Wednesday, March 23, 2023 @5:00 pm

California School Employees Association (CSEA)
Thursday, March 16, 2023

CUSD Administrator Leadership Team
Thursday, March 16, @9:00am

Cabrillo Unified Teachers Association (CUTA)
Wednesday, March 15, 2023 @3:30pm

Parent-Teacher Organization (PTO)
Wednesday, March 15, 2023 @12:30pm

We have obtained qualitative data from both Zoom remote 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 attendance and achievement
4) Engagement - Parents regarding access to the school community and student support

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. A meeting with SELPA to ensure alignment of LCAP goals with programs for students with disabilities was on Monday, March 27th @10:00am.

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 (Wednesday, March 22, 2023 at 9:30am and 5:00pm)

MAIN THEMES
* Concrete ways to prepare students for life after graduation - college, job training
* Increase career awareness for students in high school to make informed decisions regarding post-graduation path.
* Increase the availability and access to duel enrollment at high school so students engage in post-graduation considerations before senior year.
* Students need robust forms of academic intervention at the elementary level to increase reading proficiency in a variety of contexts across all content areas.
* Improve the student confidence and experience during transition years (5th grade to 6th grade, 8th grade to 9th grade and 12th grade to post graduation)
* Multifaceted approach to chronic absenteeism across all schools and sub groups.
* Scale high performing school success in academic achievement across low performing schools

2) CUSD Administrator Leadership Team (Thursday, March 16, 2023 at 9:00am)

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) Parents of students with disabilities receiving Special Education Services (Wednesday, March 29, 2023 at 5pm)
)

MAIN THEMES
* Develop ways to assist students during transitions from elementary to middle school, middle school to high school, and high school to post-graduation.
* Skills class at middle school to address executive function skills and social-emotional learning skills.
* Interventions for language and communication development
* Training for gen-ed teachers in accommodating students with disabilities and their IEP goals.
* Increase the understanding of and implementation of inclusion of students with disabilities in general education settings.
* Flexible learning spaces for students. Both the physical space of the classroom and the learning space of the child at their desk.

5) Parent-Teacher Organization (PTO) - (Wednesday, March 15, 2023 at 12 pm)

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
* Adjust enrollment boundaries to create balance school communities at elementary schools
* Ensure curriculum coherence and that curriculum materials are available over multiple years

6) California School Employees Association (CSEA) (Thursday, March 16, 20223 at 1:30 pm)

MAIN THEMES
*Professional Development and Increased Support for teachers and staff on our resources (examples - online applications, curriculum, etc.)
*Increase mental health support for students
*Increased focus on English Language Development
*Understand and expand the variables that create high-performing schools

7) Cabrillo Unified Teachers Association (CUTA) (Tuesday, March 21, 2023, at 3:30 pm)
Meeting held - No attendees - CUTA members' input was gathered through survey responses

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 Support for English Learners and Families (i.e. Academic Support, Access to Community Liaison, Newcomer Support, 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. No change from the previous year
*57% responded favorably with regard to school climate. No change from the previous year
*26% responded favorably with regard to family engagement. This is an increase of 1% 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 Support for All Students (More Reading Intervention, Tutoring, Incentives for Academic Achievement, Prompt Feedback on Assignments, More Classified & Certificated Staff, and 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/Support 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, and 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	2020-2021 ALL STUDENTS 3rd - 56%	2021-2022 ALL STUDENTS 3rd - 45%	2022-2023 ALL STUDENTS 3rd - 33%		2023-2024 ALL STUDENTS 3rd - 66%

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	4th - 50% 5th - 54% 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%	4th - 24% 5th - 42% 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%	4th - 37% 5th - 35% 6th - 27% 7th - 45% 8th - 50% 11th - 55% ENGLISH ONLY 3rd - 41% 4th - 52% 5th - 63% 6th - 29% 7th - 61% 8th - 60% 11th - 71% ENGLISH LEARNERS 3rd - 3% 4th - 3% 5th - 0% 6th - 0% 7th - 17% 8th - 0% 11th -8% SPECIAL EDUCATION 3rd - 0% 4th - 10% 5th - 0% 6th - 0% 7th - 33% 8th - 17% 11th -5%		4th - 60% 5th - 64% 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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	WHITE 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%	WHITE 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%	WHITE 3rd - 45% 4th - 55% 5th - 62% 6th - 11% 7th - 66% 8th - 72% 11th - 75% HISPANIC LATINO 3rd - 19% 4th - 17% 5th - 14% 6th - 23% 7th - 24% 8th - 32% 11th - 34% SOCIOECONOMICALLY DISADVANTAGED 3rd - 0% 4th - 3% 5th - 0% 6th - 0% 7th - 10% 8th - 7% 11th - 1%		WHITE 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 Mathematics - 3rd - 5th	2020-2021 ALL STUDENTS 3rd - 74% 4th - 64%	2021-2022 ALL STUDENTS 3rd - 35% 4th - 10%	2022-2023 ALL STUDENTS 3rd - 32% 4th - 38%		2023-2024 LL STUDENTS 3rd - 84% 4th - 74%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Local Math Benchmark) Source: CUSD Local Data 2021-2022	5th - 72% 6th - 38% 7th - 43% 8th - 71% 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%	5th - 20% 6th - 64% 7th - 49% 8th - 46% 11th - 54% ENGLISH ONLY 3rd - 42% 4th - 19% 5th - 33% 6th - 73% 7th - 53% 8th - 56% 11% - 71% ENGLISH 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%	5th - 25% 6th - 67% 7th - 47% 8th - 31% 11th - 65% ENGLISH ONLY 3rd - 48% 4th - 47% 5th - 30% 6th - 78% 7th - 54% 8th - 40% 11th -61% ENGLISH LEARNERS 3rd - 11% 4th - 14% 5th - 12% 6th - 43% 7th - 30% 8th - 19% 11th -0% SPECIAL EDUCATION 3rd - 0% 4th - 40% 5th - 0% 6th - 60% 7th - 22% 8th - 0% 11th - 67%		5th - 82% 6th - 48% 7th - 53% 8th - 81% 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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	WHITE 3rd - 41% 4th - 38% 5th - 41% 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%	WHITE 3rd - 43% 4th - 20% 5th - 38% 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%	WHITE 3rd - 38% 4th - 46% 5th - 35% 6th - 79% 7th - 51% 8th - 57% 11th - 60% HISPANIC LATINO 3rd - 23% 4th - 22% 5th - 19% 6th - 55% 7th - 42% 8th - 21% 11th - 67% SOCIOECONOMICALLY DISADVANTAGED 3rd - 9% 4th - 27% 5th - 20% 6th - 53% 7th - 41% 8th - 22% 11th - 65%		WHITE 3rd - 51% 4th - 48% 5th - 51% 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	2020-2021 100% Highly Qualified Staff	2021-2022 97% Highly Qualified Staff	2022-2023 99% Highly Qualified Staff		2023-2024 Maintain 100% Highly Qualified Staff

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: CUSD Local Data					
Support for new CUSD Teachers: Teacher Induction Program Source: CUSD Local Data	2020-2021 100% New Teachers participate in the Teacher Induction Program	2021-2022 100% New Teachers participate in the Teacher Induction Program	2022-2023 100% New Teachers participate in the Teacher Induction Program		2023-2024 Maintain 100% participation of new teacher enrollment in the Teacher Induction Program
Staff Professional Development Source: CUSD Local Data	2020-2021 CUSD Certificated Staff participate in 6 professional development opportunities	2021-2022 CUSD Certificated Staff participate in 7 professional development opportunities	2022-2023 CUSD Certificated Staff participate in 7 professional development opportunities		2023-2024 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)	2021-2022 33.43% Proficient or Above in the California Science Test (CAST)	2022-2023 31.5% Proficient or Above in the California Science Test (CAST)		2023-2024 40% Proficient or Above in the California Science Test (CAST)
Science Professional Development Source: CUSD Local Data	2020-2021 8 Yearly Science Collaboration Meetings	2021-2022 8 Yearly Science Collaboration Meetings	2022-2023 8 Yearly Science Collaboration Meetings		2023-2024 Maintain 8 Yearly Science Collaboration Meetings

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
AVID Program Student Applications into post-secondary schools Source: CUSD Local Data	2020-2021 35% of AVID students enrolled into post-secondary schools	2021-2022 100% of AVID students enrolled into post-secondary schools	2022-2023 100% of AVID students enrolled into post-secondary schools		2023-2024 80% of AVID students enroll into post-secondary schools
Career Technical Education Pathways Source: CUSD Local Data	2020-2021 3 CTE Pathways (agriculture, construction, and broadcasting)	2021-2022 3.5 CTE Pathways | 3 full pathways (agriculture, construction and building trades) and .5 pathway (computer science)	2022-2023 3 CTE Pathways | 3 full pathways (agriculture, construction and building trades)		2023-2024 4 CTE Pathways (agriculture, construction, computer science, and broadcasting)
Credit Recovery Source: CUSD Local Data	2020-2021 1 Credit Recovery Professional Development for Teachers	2021-2022 1 Credit Recovery Professional Development for Teachers	2022-2023 1 Credit Recovery Professional Development for Teachers		2023-2024 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	2021-2022 0 Early College Access Courses or Dual Enrollment Course	2022-2023 31 Early College Access Courses or Dual Enrollment Course		2023-2024 3 Early College Access Courses or Dual-Enrollment Course
Special Education Supports	2020-2021	2021-2022	2022-2023		2023-2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: CUSD Local Data	6 Special Education Professional Development Opportunities for Staff	6 Special Education Professional Development Opportunities for Staff	14 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	2021-2022 90% Highly Qualified Staff Retention	2022-2023 99% Highly Qualified Staff Retention		2023-2024 95% Highly Qualified Staff Retention

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.	$32,730,571.00	No
1.2	New Teacher Induction Program	New teachers will receive support through the New Teacher Induction program.	$72,750.00	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	$11,376.00	Yes

Action #	Title	Description	Total Funds	Contributing
		*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.		
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 *Gathering and analyzing student performance data, including formative and summative assessment.	$30,000.00	Yes
1.5	NGSS Instruction - Elementary	Maintain Fifth Grade District Science teacher.	$121,554.00	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 9th-12th for the purpose of developing a pipeline to support college readiness (AVID Sections, AVID Professional Development, AVID Tutoring)	$100,000.00	Yes
1.8	Career Technical Education Program	Continue developing CTE pathways in agriculture, construction, and broadcasting.	$109,190.00	No

Action #	Title	Description	Total Funds	Contributing
1.9	Credit Recovery	Provide technology-enhanced Credit Recovery and A-G course requirements.	$75,000.00	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). *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	$3,419,322.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
1.12	Intervention Services	Intervention Services	$410,083.00	Yes
1.13	Health Services	Health Services	$334,283.00	No

Goal Analysis [2022-23]

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 continued impact of various factors that still continue after the COVID19 pandemic are impacting some of our metrics, particularly our English Language Arts and Mathematics metrics.

Due to the COVID-19 pandemic, the California Department of Education (CDE) applied state law that allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Due to this shift in reporting of status levels, we will be unable to compare data to the 2019 baseline data which used Red, Orange, Yellow, Green, and Blue to compare growth.

For the 2021-2022 school year, CUSD will be using CA Dashboard data as a baseline to demonstrate performance levels. Next academic school year, the 2023-2024 school year, we will measure growth by comparing CA Dashboard 2021-2022 to CA Dashboard 2022 -2023 data.

CUSD will also use selected 2022-2023 local benchmark assessments as LCAP metrics. Unfortunately, we are still seeing the negative effects of the COVID-19 pandemic. This data will be used locally to determine additional services for students who have demonstrated a gap in either academic or social-emotional needs.

After close analysis of our data, teams at the district and site levels will determine additional services for students who have demonstrated a gap in either academic or social-emotional needs.

In addition, a few of our goals were slightly modified.
*AVID Goal 1 Action 7 has changed to serve only high school students. Over the last few years, our AVID program at the middle school had a decreased enrollment of students signing up for AVID sections due being unable to take elective courses. Instead, our goal is to support our at-promise middle school students by embedding AVID like and research based engagement strategies within the current courses.
*SPECIAL EDUCATION Goal 1 Action 11 continues to provide increased Special Education supports within our CUSD program.

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 2022-2023 school year, there were various one-time grants and categorical carryover required to be spent by the end of the 2022-2023 academic school year. For those actions and services with material differences between Budgeted Expenditures and Estimated Actual Expenditures that 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. Please see description regarding the overage or shortage of the Budgeted Expenditures compared to the Estimated Actual Expenditures.

NEED TO UPDATE BELOW
Goal 1 Action 1: -$4,841,630 (overage mainly due to the previous 3% ongoing raise)
Goal 1 Action 2: $2,181 (underspent specifically on the Categorical portion of the expense mainly due to a decrease in our Title II funding)
Goal 1 Action 3: -$1,376 (overage due to an increase in SEL & Intervention services needed due to post-pandemic)
Goal 1 Action 4: $24,312 (underspent due to professional development funding grants that were used to fulfill this goal)
Goal 1 Action 5: $4,012 (underspent mainly due to adjustment from our grant)
Goal 1 Action 6: $5,128 (overspent due to additional staff joining our NGSS collaborative)
Goal 1 Action 7: -$36,992 (overage mainly due to increase in AVID staff and 3% ongoing raise)
Goal 1 Action 8: -$190 (slight overage due to adjustments in salary)
Goal 1 Action 9: -$7,031 (overage due to additional FTE costs)
Goal 1 Action 10: $0 (underspent due to an A-G grant used to provide the same service)
Goal 1 Action 11: $75,011 (overage due to increased special education services)

An explanation of how effective the specific actions were in making progress toward the goal.

After a close analysis of our metrics, overall, our LCAP Goal 1 metrics demonstrated progress toward our goal. We had a 2% 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 2021-2022 vs 2022-2023 local district assessment benchmarks. For instance, the following subgroups had significant improvement:

ELA/ELD & Mathematics Local District Benchmarks showed an increase in student performance groups.

In English Language Arts, we had an increase in student performance in the following grades and subgroups.

English Only Students:
4th Grade 52% (3% increase compared to 2021-2022)
5th Grade. 63% (13% increase compared to 2021-2022)

English Learners:
4th Grade. 3% (1% increase compared to 2021-2022)
7th Grade. 17% (17% increase compared to 2021-2022)
11th Grade. 8% (8% increase compared to 2021-2022)

SPED:
4th Grade 10% (9% increase compared to 2021-2022)
7th Grade. 33% (29% increase compared to 2021-2022)
8th Grade. 17% (16% increase compared to 2021-2022)
11th Grade. 5% (1% increase compared to 2021-2022)

White:
3rd Grade. 45% (26% increase compared to 2021-2022)
4th Grade. 55% (38% increase compared to 2021-2022)
5th Grade 62% (51% increase compared to 2021-2022)
7th Grade. 66% (41% increase compared to 2021-2022)
8th Grade. 72% (36% increase compared to 2021-2022)
11th Grade 75% (42% increase compared to 2021-2022)

Hispanic Latinos:
3rd Grade. 19% (13% increase compared to 2021-2022)
4th Grade. 17% (13% increase compared to 2021-2022)
5th Grade 14% (10% increase compared to 2021-2022)
6th Grade 23% (17% increase compared to 2021-2022)

7th Grade. 24% (12% increase compared to 2021-2022)
8th Grade. 32% (25% increase compared to 2021-2022)
11th Grade 34% (9% increase compared to 2021-2022)

In mathematics, we had an increase in student performance in the following grades and subgroups.

All students:
6th Grade 67% (29% increase compared to 2021-2022)
7th Grade. 47% (4% increase compared to 2021-2022)
11th Grade 65% (8% increase compared to 2021-2022)

English Only:
6th Grade 78% (50% increase compared to 2021-2022)
7th Grade. 54% (14% increase compared to 2021-2022)

SPED:
4th Grade. 40% (40% increase compared to 2021-2022)
6th Grade 60% (60% increase compared to 2021-2022)
7th Grade. 22% (22% increase compared to 2021-2022)
11th Grade 67% (66% increase compared to 2021-2022)

White:
4th Grade. 46% (8% increase compared to 2021-2022)
6th Grade 79% (57% increase compared to 2021-2022)
7th Grade. 51% (21% increase compared to 2021-2022)
11th Grade 60% (20% increase compared to 2021-2022)

English Learners:
3rd Grade. 11% (13% increase compared to 2021-2022)
4th Grade. 14% (13% increase compared to 2021-2022)
5th Grade 12% (1% increase compared to 2021-2022)
6th Grade 43% (40% increase compared to 2021-2022)
7th Grade. 30% (30% increase compared to 2021-2022)
8th Grade. 19% (19% increase compared to 2021-2022)

Hispanic Latinos:
4th Grade. 22% (1% increase compared to 2021-2022)
6th Grade 55% (43% increase compared to 2021-2022)

7th Grade. 42% (33% increase compared to 2021-2022)
8th Grade. 21% (13% increase compared to 2021-2022)

Socio Economically Disadvantaged:
5th Grade 20% (6% increase compared to 2021-2022)
6th Grade 53% (1% increase compared to 2021-2022)
7th Grade. 41% (35% increase compared to 2021-2022)
8th Grade. 22% (10% increase compared to 2021-2022)
11th Grade 64% (50% increase compared to 2021-2022)

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.

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	2020-2021 CUSD: 31%	2021-2022 CUSD: 39%	2022-2023 CUSD: 28%		2023-2024 CUSD: 61%
Percent Completion of Students Meeting Graduation Requirement	2020-2021 CUSD: 89.3% White: 92.8%	2021-2022 CUSD: 90% White: 93.6%	2022-2023 CUSD: 87% White: 91%		2023-2024 CUSD: 95.3% White: 98.8%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: CDE DataQuest	Hispanic or Latino: 86.3%	Hispanic or Latino: 86.1%	Hispanic or Latino: 90%		Hispanic or Latino: 96.3%
Graduates meetings UC/CSU Requirements Source: CDE DataQuest	2020-2021 CUSD: 36% White: 49% Hispanic or Latino: 24%	2021-2022 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.	2022-2023 CUSD: 56% White: 71% Hispanic or Latino: 41%		2023-2024 CUSD: 46% White: 59% Hispanic or Latino: 34%
Percent of students who have passed an AP exam with score of 4 or higher Source: CDE DataQuest	2020-2021 59% of seniors with score of 4 or higher (171 out of 290)	2021-2022 24% of seniors with score of 4 or higher (59 out of 246)	2022-2023 66% of seniors with score of 4 or higher		2023-2024 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	2021-2022 100% AVID students applied to post-secondary education	2022-2023 100% AVID students applied to post-secondary education		2023-2024 85% students will apply to post-secondary education
English Language Arts district-wide aligned curriculum (Elementary)	2020-2021 0 alignment of English Language Arts district-	2021-2022 1 aligned English Language Arts district-wide curriculum	2022-2023 1 aligned English Language Arts district-wide curriculum		2023-2024 Maintain English Language Arts district-

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: CUSD Local Reports	wide curriculum (Elementary)				wide aligned curriculum
English Language Development district-wide aligned curriculum (Elementary) Source: CUSD Local Reports	2020-2021 0 alignment of English Language Development district-wide curriculum (Elementary)	2021-2022 1 aligned English Language Development district-wide curriculum	2022-2023 1 aligned English Language Development district-wide curriculum		2023-2024 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	2021-2022 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	2022-2023 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		2023-2024 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)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Assessment (Secondary) 0 District-wide Mathematics Assessment (Elementary)	Assessment (Secondary) 1 District-wide Mathematics Assessment (Elementary)	Assessment (Secondary) 1 District-wide Mathematics Assessment (Elementary)		Adopt the following district-wide benchmarks: 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	2021-2022 0 District Wide Grade Level Data Meetings	2022-2023 1 District Wide Grade Level Data Meetings		2023-2024 3 District Wide Grade Level Data Meetings
Percent of Students achieving Level 4 on the English Language Proficiency for California (ELPAC) Summative Source: CDE Data | CAASPP/ELPAC Website	2020-2021 16.4% Proficient	2021-2022 13.5% Proficient	2022-2023 16.33% Proficient		2023-2024 26.4% Proficient

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Dual Immersion Language Preschool Source: CUSD Local Reports	2020-2021 0 Dual Immersion Language Preschools	2021-2022 0 Dual Immersion Language Preschools	2022-2023 1 Dual Immersion Language Preschools		2023-2024 Maintain 1 Dual Immersion Language Preschool
Big Lift (Early Literacy Initiative) Collaborative Source: Big Lift Collaborative Meeting Calendar	2020-2021 9 Big Lift Collaborative Meetings	2021-2022 9 Big Lift Collaborative Meetings	2022-2023 8 Big Lift Collaborative meetings		2023-2024 Maintain 9 Big Lift Collaborative Meetings
Technology Enhanced Curriculum Source: CUSD Local Reports	2020-2021 4 Technology Enhanced Curriculum to support Literacy	2021-2022 4 Technology Enhanced Curriculum to support Literacy	2022-2023		2023-2024 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	2021-2022 0 District wide Dyslexia Professional Development	2022-2023 1 District Wide Dyslexia Professional Development		2023-2024 Provide 3 Dyslexia Professional Development
Districtwide Student Attendance Source: Infinite Campus (CUSD Student Information System)	2020-2021 95% Districtwide Attendance	2021-2022 91.62% Districtwide Attendance	2022-2023 91.7%(as of 1/26/2023) Districtwide Attendance		2023-2024 Increase Districtwide attendance by 3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students with Disabilities ELA/ELD Local Benchmark Source:	2020-2021 No Metric	2021-2022 (New Metric) SPECIAL EDUCATION 3rd - 37% 4th - 4% 5th - 25% 6th - 4% 7th - 0% 8th - 13% 11th - 4%	2022-2023 SPECIAL EDUCATION 3rd - 0 4th - 10% 5th - 0 6th - 0 7th -33% 8th - 17% 11th -5%		2023-2024 SPECIAL EDUCATION 3rd - 14% 4th 11% 5th - 24% 6th - 20% 7th - 14% 8th - 11% 11th - 14%

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

Action #	Title	Description	Total Funds	Contributing
2.4	PreK-12th Expanded Supports and Programs	PreK-12th Expanded supports to increase capacity to provide selected students, including English Learners, Socio-Economically Disadvantaged, and Foster Youth, 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.	$403,563.00	No
2.7	Dual Immersion Preschool	Provide dual language preschool for eligible Migrant and at-risk students.	$100,000.00	No
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.	$2,000.00	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

Action #	Title	Description	Total Funds	Contributing
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	$250,000.00	Yes
2.13	English Language Development Specialists	English Language Development Specialists to support English Learners	$300,000.00	Yes

Goal Analysis [2022-23]

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. Although LCAP Goal 2 Action 7 was implemented, establishing our first dual immersion preschool was paid for by one-time Universal Transitional Kindergarten one-time funding. In addition, in our LCAP Goal 2 Action 9, we are delaying purchasing additional English Language Development (ELD) curriculum. We are taking our time and learning about our new English Language Arts and English Language Development Adoption before purchasing a supplemental ELD curriculum.

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 2022-2023 school year, there were a few factors that 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 2022-2023 Local Control Accountability Plan (LCAP).

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.

UPDATE BELOW...

Below are the actions and services with the differences between Actual Expenditures compared to Budgeted Expenditures:
*Goal 2 Action 1: $42,390 (overspent due to the 3% ongoing salary increases)
*Goal 2 Action 2: -$48,584 (underspent due to being unable to hire highly qualified credentialed teachers due to severe teacher shortage)
*Goal 2 Action 3: -$23,720 (underspent due to being unable to hire highly qualified credentialed teachers due to severe teacher shortage)
*Goal 2 Action 4: -$12,118 (overspent due to increased funding needed for expanded services)
*Goal 2 Action 6: $50,708 (underspent due to 22-23 ELA/ELD adoption)
*Goal 2 Action 7: $54,460 (underspent a dual immersion preschool was implemented, however, we used one-time Universal Prekindergarten funding instead of LCAP due to its one-time restrictions)
*Goal 2 Action 8: $1,150 (underspent due to collaborative time decreasing to 6 times per year)
*Goal 2 Action 9: -$87,770 (underspent due to being unable to hire an ELD TOSA at Hatch Elementary School)
*Goal 2 Action 10: -$1,480 (underspent slightly due to the decrease in the online curriculum)
*Goal 2 Action 11: -$9,529 (underspent due to a state grant used to pay for a similar service)
*Goal 2 Action 12: -$91,859 (underspent due to the increased number of RFEP EL students that are being mainstreamed)
*Goal 2 Action 13: -$92,031 (underspent due to being unable to hire highly qualified credentialed teachers)

An explanation of how effective the specific actions were in making progress toward the goal.

After a close analysis of our metrics, our LCAP Goal 2 metrics demonstrated progress toward our goal.

*66% of students passed an AP exam with a score of 3 or higher
*100% of students enrolled in AVID programs are applying to 4-year colleges

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.

These changes are described below:

UPDATE BELOW...
Goal 2.8, our Big Lift (Early Literacy Initiative) Collaborative, was decreased to $2,000 in order to account for a budget adjustment from our Big Lift Grant.

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: Panorama Survey	2020-2021 500 parents participated in our 2020-2021 Panorama Family Survey.	2021-2022 403 parents participated in our 2020-2021 Panorama Family Survey (20% decrease)	2022-2023 320 parent participated in our 2022-2023 Panorama Family Survey		2023-2024 Increase 10% from baseline

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Participation Source: Panorama Survey	2020-2021 Barriers to Engagement - 80% answered favorably School Climate - decrease by 64% answered favorably Family Engagement - 22% answered favorably	2021-2022 Barriers to Engagement - decrease by 3% School Climate - decrease by 6% Family Engagement - increase by 4%	2022-2023 Barriers to Engagement - decrease by 0 School Climate - decrease by 0 Family Engagement - increase by 1%		2023-2024 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.	2021-2022 Final enrollment for SS 2022 estimated at 425 students	2022-2023 Final enrollment for SS 2023 estimated at: 797		2023-2024 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	2021-2022 25 students	2022-2023 133 students		2023-2024 Serve a total of 600 students through small group or 1 to 1 after-school/before school interventions to selected at-promise students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Community & Parent Engagement Committees Source: Attendance Data	2020-2021 Community Meetings through specific roundtable input from *Latino/x Roundtable *LGBTQ Roundtable *PTO Alliance *Secondary Health and Wellness Committees *SEL Parent Meetings	2021-2022 Minimum of 10 participants	2022-2023 Attendance for the following committees Community Meetings through specific roundtable input from *Latino/x Roundtable (8 average participants out of 25 members) *LGBTQ Roundtable (0) *PTO Alliance (52 average participants out of 40 members) *Secondary Health and Wellness Committees (10 average participants out of 28 Members) *SEL Parent Meetings (?? average participants out of ?? members) * DELAC (20 average participants out of 491 EL Families invited)		2023-2024 Minimum participation of 20

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Family & Student Case Management Source: Migrant Education Case Management Meeting Logs	2020-2021 100% of Migrant Education Students have 1 to 1 Student Case Management	2021-2022 100% of Migrant Education Students have 1 to 1 Student Case Management	2022-2023 100% of Migrant Education Students have 1 to 1 Student Case Management		2023-2024 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
3.3	Community & Parent Engagement Committees	Latinx Roundtable, LGBTQ Roundtable, Secondary Health and Wellness Committees, PTO Alliance, SEL Parent Meetings	$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
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 [2022-23]

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 2022-2023 school year, there were various one time grants and categorical carryover required to be spent by end of the 2022-2023 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 1: -$147,962 (this amount is currently underspent due to summer school costs not yet being expended)
LCAP Goal 3 Action 2: -$150,000 (this amount is currently underspent due to summer school costs not yet being expended)
LCAP Goal 3 Action 3: -$9,002 (underspent due to continued Zoom meetings versus in-person)
LCAP Goal 3 Action 4: -$1,378 (underspent due to staff leaving the position)

An explanation of how effective the specific actions were in making progress toward the goal.

After a 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 students in an enriching summer school program.

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	2020-2021 6 Family Engagement SEL Nights	2021-2022 8 Family Engagement SEL Nights	2022-2023 8 Family Engagement SEL Nights		2023-2024 9 Family Engagement SEL Nights
Site Parent Engagement Events	2020-2021 2 Site Parent Engagement Events	2021-2022 2 Site Parent Engagement Events	2022-2023 ? Site Parent Engagement Events		2023-2024 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					
Site Community Liaison Trainings Source: CUSD local data1	2020-2021 4 Community Liaison Trainings	2021-2022 6 Community Liaison Trainings	2022-2023 9 Community Liaison Trainings		2023-2024 10 Community Liaison Trainings
Translations Services Source: CUSD local data	2020-2021 0 trainings on best practices for translation and interpretation at the site	2021-2022 1 training on best practices for translation and interpretation at the site	2022-2023 1 training on best practices for translation and interpretation at the site		2023-2024 3 trainings to site staff & community liaisons regarding tools and practices for translation and interpretation
Improved Facilities Source: FIT Report	2020-2021 FIT Report 2 sites with a rating of overall Good or above	2021-2022 2 sites with a rating of overall Good or above	2022-2023 2 sites with a rating of overall Good or above		2023-2024 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

Action #	Title	Description	Total Funds	Contributing
4.2	Family Engagement Supports	Increased Family Engagement Supports *English Learner Family Engagement outreach *Title I Site Community Liaison *District Community Liaison *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.	$280,000.00	Yes
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.	$613,943.00	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)	$75,000.00	No

Action #	Title	Description	Total Funds	Contributing
		*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)		

Goal Analysis [2022-23]

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.

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 2022-2023 school year, there were various one-time grants and categorical carryover required to be spent by the end of the 2022-2023 academic school year. For those actions and services with material differences between Budgeted Expenditures and Estimated Actual Expenditures that were above the Budgeted Expenditures, state/federal grants, or LCFF Base were used to pay for the overage.

UPDATE BELOW

Below are the actions and services with the differences between Actual Expenditures compared to Budgeted Expenditures:
*Goal 4 Action 1: $18,179 (underspent due to salary step and column)
*Goal 4 Action 2: $46,770 (underspent due to new staff hired)
*Goal 4 Action 3: $55,277 (underspent due to underestimation of translation services)
*Goal 4 Action 4: -$1,352,784 (overspent due to a large cost of our Maintenance and Operations (MOT) was not included in the originally budgeted expenditures)

*Goal 4 Action 5: $6,601 (underspent due to 3% ongoing salary adjustment)
*Goal 4 Action 6: $24,173 (underspent due to one-time other grants supporting portions of this goal)

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)	2020-2021 ALL STUDENTS 3rd - 56% 4th - 50% 5th - 54% 6th - 62% 7th - 65% 8th - 74% 11th - 87%	2021-2022 ALL STUDENTS 3rd - 45% 4th - 24% 5th - 42% 6th - 38% 7th - 39% 8th - 40% 11th - 49%	2022-2023 ALL STUDENTS 3rd - 33% 4th - 37% 5th - 35% 6th - 27% 7th - 45% 8th - 50% 11th - 55%		2023-2024 ALL STUDENTS 3rd - 66% 4th - 60% 5th - 64% 6th - 72% 7th - 75% 8th - 84% 11th - 97%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: Lexia Reporting System	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 3rd - 19% 4th - 17% 5th - 11% 6th - 25%	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 3rd - 68% 4th - 53% 5th - 59% 6th - 61%	ENGLISH ONLY 3rd - 41% 4th - 52% 5th - 63% 6th -29% 7th - 61% 8th - 60% 11th -71% ENGLISH LEARNERS 3rd - 3% 4th - 3% 5th - 0% 6th - 0% 7th - 17% 8th - 0% 11th - 8% SPECIAL EDUCATION 3rd -0% 4th - 10% 5th - 0% 6th - 0% 7th - 33% 8th - 17% 11th - 5% WHITE 3rd - 45% 4th - 55% 5th - 62% 6th - 11%		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 3rd - 29% 4th - 27% 5th - 21% 6th - 35%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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%	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%	7th - 66% 8th - 72% 11th - 75% HISPANIC LATINO 3rd - 19% 4th - 17% 5th - 14% 6th - 23% 7th - 24% 8th - 32% 11th - 34% SOCIOECONOMICALLY DISADVANTAGED 3rd - 0% 4th - 3% 5th - 0% 6th - 0% 7th - 10% 8th - 7% 11th - 1%		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%
English Language Proficiency Assessment for California (ELPAC) Summative Results Source: CDE CAASPP/ELPAC Website	2020-2021 16.4% Percent of students achieved a Level 4 on the English Language Proficiency for California (ELPAC) Summative	2021-2022 13.5% Percent of students achieved a Level 4 on the English Language Proficiency for California (ELPAC) Summative	2022-2023 ??% (Not Available yet)Percent of students achieved a Level 4 on the English Language Proficiency for California (ELPAC) Summative		2023-2024 26.4% Percent of Students achieving Level 4 on the English Language Proficiency for California (ELPAC) Summative Source: CAASPP 2018-2019

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Pending official data results. Once posted by CDE, this data will be updated.		
VAPA and STEM Services Source: CUSD local data	2020-2021 1 District Wide VAPA & STEM After-school Enrichment Supports @ Middle School	2021-2022 1 District Wide VAPA & STEM After-school Enrichment Supports @ Middle School	2022-2023 2 District Wide VAPA & STEM After-school Enrichment Supports @ Middle School		2023-2024 3 District Wide VAPA & STEM After-school Enrichment Supports @ Elementary, Middle, and High School
Percent Completion of Students Meeting Graduation Requirement Source: CDE	2020-2021 CUSD: 89.3% White: 92.8% Hispanic or Latino: 86.3%	2021-2022 CUSD: 90% White: 93.6% Hispanic or Latino: 86.1%	2022-2023 (Reached out to High School /Data not available until End of year. CUSD: ??% White: ??% Hispanic or Latino: ??%		2023-2024 CUSD: 95.3% White: 98.8% Hispanic or Latino: 96.3%
Percent of Students achieving Level 4 on the English Language Proficiency for California (ELPAC) Summative Source: CAASPP	2020-2021 16.4% Proficient	2021-2022 13.51% Proficient	2022-2023 ???% Proficient Pending official data results. Once posted by CDE, this data will be updated.		2023-2024 26.4% Proficient

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Data Source: Local District Data	2020-2021 Not Measured	2021-2022 (New Metric - Baseline) 82 total suspensions Male 82% Female 18% White 24% Hispanic 67% Asian 1% Black 6% Other 1% SPED 23% EO 38% ELL 26% FEP 37%	2022-2023 97 total suspensions Male 70% Female 30% White 16% Hispanic 79% Asian 1% Black 0% Other 3% SPED 23% EO 46% ELL 23% FEP 31%		2023-2024 (New Metric - Baseline) 50 total suspensions Male 50% Female 50% White 50% Hispanic 50% SPED 10% EO 15% ELL 15% FEP 15%

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	$194,180.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 Services *Science Technology Engineering Art Mathematics Services	$150,000.00	Yes

Goal Analysis [2022-23]

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 2022-2023 school year, there were various one-time grants and categorical carryover required to be spent by the end of the 2022-2023 academic school year. For those actions and services with material differences between Budgeted Expenditures and Estimated Actual Expenditures that 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: $69,304 (underspent due to increased staff to support MTSS interventions)
Goal 5 Action 2: $2,372 (overspent due to underestimation of service cost)
Goal 5 Action 3: -$88,085 (underspent due to lack of highly qualified staff caused by the severe teacher shortage)

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 [2023-24]

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
8.72%	0.00%	$0.00	8.72%

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-COVID-19 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 increased professional development around our standards-aligned curriculum and Social Emotional Learning. This professional development will provide our staff with tools that will support our students' academic and social growth. 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.

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.

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-COVID-19 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, 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.

PreK-12th Expanded Supports and Services (Action 4) | We are going to monitor and measure the effectiveness of these actions by

comparing the growth of our state and local assessments.

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-COVID-19 pandemic recovery, 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 post-pandemic era, there were some metrics that could not be measured as effectively as others and we will utilize 2021-2022 or 2022-2023 data as a baseline for some of our actions and services.

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 support 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 post-pandemic era, there were some metrics that could not be measured as effectively as others and we will utilize 2021-2022 or 2022-2023 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.

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 COVID-19 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 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 post-pandemic era, there were some metrics that could not be measured as effectively as others and we will utilize 2021-2022 or 2022-2023 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.

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 is 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 $2,399,344 (UPDATE), in Supplemental funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been calculated at

8.72% (UPDATE). CUSD will meet the 8.72% (UPDATE) 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 7: AVID Program
Our AVID program will increase access to college and career opportunities for our unduplicated students (English Learners, Socio-Economically Disadvantaged, and Foster Youth) by providing individualized support received in their AVID sections. AVID is a research-based practice that has supported at-promise students with opportunities such as college field trips, increased counseling, and study skills. This last academic year CUSD had 100% of AVID students apply for a 2 or 4-year college.

Goal 1, Action 9: Credit Recovery
This contributing service/action will provide opportunities for our unduplicated students (English Learners, Socio-Economically Disadvantaged, and Foster Youth) to make up class credits using a self-paced independent online credit recovery program. This program will allow students to get back on track toward the graduation pathway.

Goal 1, Action 10: Early College Access
This contributing service/action will provide opportunities for our unduplicated students (English Learners, Socio-Economically Disadvantaged, and Foster Youth) to obtain concurrent enrollment opportunities that can motivate our students to apply to 2 or 4-year colleges by providing access to college professors while saving costs.

Goal 2, Action 8: Big Lift (Early Literacy Initiative) Collaborative
The contributing service/action is providing our at-promise students with increased literacy support 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 12: English Language Development Secondary Sections
This action will address the need by providing ELD sections with targeted interventions aligned to ELPAC Task Types within the same ELPAC level (Emerging, Expanding, Bridging)

Goal 2, Action 13: English Language Development Specialist
The service/action is identified to meet the need of our English Learner students through increased access to ELD push interventions and increased site professional development in best ELD practices during designated and integrated ELD.

Goal 3, Action 1: Summer School Interventions

The service/action is identified to meet the need of our at-promise students (English Learners, Socio-economically Disadvantaged, Hispanic/Latino, Special Education, and other low-performing students) to provide both during-school and after-school intervention opportunities by serving both academic and social needs of a minimum of 550 students.

Goal 3, Action 2: Interventions and Tutoring
The service/action is identified to meet the need of our at-promise students (English Learners, Socio-economically Disadvantaged, Hispanic/Latino, Special Education, and other low-performing students) to provide both during-school and after-school intervention opportunities.

Goal 3, Action 4: Family and Student Case Management
This action will address the need for close 1 to 1 monitoring of our English Learner students through a student case management system that will ensure there are frequent checks of all of our EL students, including goal-setting meetings and family outreach.

Our increased and improved goals, actions, and services will support our collective impact as a district by increasing and improving the overall quality of support 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 well-being, 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 embedding VAPA and STEAM enrichment in order for 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		
Staff-to-student ratio of certificated staff providing direct services to students		

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$39,112,043.00	$2,644,366.00	$113,100.00	$84,750.00	$41,954,259.00	$40,403,779.00	$1,550,480.00

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	$32,730,571.00				$32,730,571.00
1	1.2	New Teacher Induction Program	All				$72,750.00	$72,750.00
1	1.3	Increased Professional Development (All Students)	English Learners Foster Youth Low Income	$11,376.00				$11,376.00
1	1.4	Increased Professional Development (At-Promise Students)	English Learners Foster Youth Low Income	$20,000.00			$10,000.00	$30,000.00
1	1.5	NGSS Instruction - Elementary	All	$18,554.00		$103,000.00		$121,554.00
1	1.6	NGSS Support	All			$10,100.00		$10,100.00
1	1.7	AVID Program	English Learners Foster Youth Low Income	$100,000.00				$100,000.00
1	1.8	Career Technical Education Program	All	$109,190.00				$109,190.00
1	1.9	Credit Recovery	English Learners Foster Youth Low Income	$75,000.00				$75,000.00
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	$1,519,322.00	$1,900,000.00			$3,419,322.00
1	1.12	Intervention Services	English Learners Foster Youth Low Income		$410,083.00			$410,083.00
1	1.13	Health Services	All		$334,283.00			$334,283.00
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	$403,563.00				$403,563.00
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				$2,000.00	$2,000.00
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

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
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	$250,000.00				$250,000.00
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	$280,000.00				$280,000.00
4	4.3	Translation Services	English Learners	$75,000.00				$75,000.00
4	4.4	Improved School Facilities	All	$613,943.00				$613,943.00
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	$194,180.00				$194,180.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
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 school enrichment services	English Learners Foster Youth Low Income	$150,000.00				$150,000.00

2023-24 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
$27,502,783	$2,399,344	8.72%	0.00%	8.72%	$2,806,900.00	0.00%	10.21 %	**Total:**	$2,806,900.00
								LEA-wide Total:	$1,170,647.00
								Limited Total:	$1,227,253.00
								Schoolwide Total:	$409,000.00

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	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$11,376.00	
1	1.4	Increased Professional Development (At-Promise Students)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
1	1.7	AVID Program	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Half Moon Bay High School 9th -12th grade	$100,000.00	
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	$75,000.00	
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 Schools	$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 (%)
1	1.12	Intervention Services	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hatch, El Granada, Cunha, Half Moon Bay High School		
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		
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	$250,000.00	
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	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	

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	4.1	Counseling Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$70,000.00	
4	4.2	Family Engagement Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$280,000.00	
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	$194,180.00	
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	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$36,456,183.00	$41,801,086.00

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	$27,888,941.00	$32,730,571
1	**1.2**	New Teacher Induction Program	No	$53,833.00	$51,652
1	**1.3**	Increased Professional Development (All Students)	Yes	$10,000.00	$11,376
1	**1.4**	Increased Professional Development (At-Promise Students)	Yes	$30,000.00	$5,688
1	**1.5**	NGSS Instruction - Elementary	No	$124,381.00	$120,369
1	**1.6**	NGSS Support	No	$10,100.00	$15,289
1	**1.7**	AVID Program	Yes	$190,000.00	$226,992
1	**1.8**	Career Technical Education Program	No	$109,000.00	$109,190
1	**1.9**	Credit Recovery	Yes	$60,000.00	$67,031
1	**1.10**	Early College Access (At-Promise Students)	Yes	$10,000.00	$0

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	$3,344,311.00	$3,419,322
2	2.1	District-wide Literacy Supports	No	$100,000.00	$142,390
2	2.2	English Language Development district-wide aligned curriculum	Yes	$60,000.00	$9,292
2	2.3	MTSS Implementation: District Wide formative and summative assessments	No	$100,000.00	$76,280
2	2.4	PreK-12th Expanded Supports and Programs	Yes	$150,000.00	$162,188
2	2.5	Grades TK-3 reduced ratio of 24-to-1	No	$500,000.00	$500,000
2	2.6	Spanish Courses	No	$500,000.00	$500,000
2	2.7	Dual Immersion Preschool	No	$100,000.00	$45,540
2	2.8	Big Lift (Early Literacy Initiative) Collaborative	Yes	$11,150.00	$10,000
2	2.9	English Language Development Interventions & Curriculum	Yes	$110,000.00	$22,230
2	2.10	Technology Enhanced Curriculum	Yes	$33,221.00	$31,813
2	2.11	Dyslexia Intervention and Common Core Aligned Materials	No	$15,000.00	$5,471

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	$250,000.00	$158,141
2	2.13	English Language Development Specialists	Yes	$300,000.00	$207,969
3	3.1	Summer School Interventions	Yes	$155,877.00	$7,915
3	3.2	Interventions and Tutoring	Yes	$150,000.00	$0
3	3.3	Community & Parent Engagement Committees	No	$20,000.00	$10,998
3	3.4	Family & Student Case Management	Yes	$5,000.00	$3,622
4	4.1	Counseling Supports	Yes	$70,000.00	$51,821
4	4.2	Family Engagement Supports	Yes	$280,000.00	$233,230
4	4.3	Translation Services	Yes	$75,000.00	$19,723
4	4.4	Improved School Facilities	No	$613,943.00	$1,966,727
4	4.5	Secondary Counseling Services	Yes	$259,000.00	$252,399
4	4.6	Multi Tiered Systems of Supports	No	$75,000.00	$50,827
5	5.1	Continue Implementation of our Multi Tiered Systems of Support	Yes	$194,180.00	$124,876

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	$348,246.00	$388,239
5	**5.3**	Increased during school and after school enrichment services	Yes	$150,000.00	$61,915

2022-23 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)
ENTER	$2,884,674.00	$0.00	$0.00	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	$10,000.00			
1	**1.4**	Increased Professional Development (At-Promise Students)	Yes	$20,000.00			
1	**1.7**	AVID Program	Yes	$190,000.00			
1	**1.9**	Credit Recovery	Yes	$60,000.00			
1	**1.10**	Early College Access (At-Promise Students)	Yes	$10,000.00			
2	**2.2**	English Language Development district-wide aligned curriculum	Yes	$60,000.00			
2	**2.4**	PreK-12th Expanded Supports and Programs	Yes	$150,000.00			
2	**2.8**	Big Lift (Early Literacy Initiative) Collaborative	Yes	$4,150.00			
2	**2.9**	English Language Development Interventions & Curriculum	Yes	$110,000.00			
2	**2.10**	Technology Enhanced Curriculum	Yes	$33,221.00			

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)
2	2.12	English Language Development Secondary Sections	Yes	$250,000.00			
2	2.13	English Language Development Specialists	Yes	$300,000.00			
3	3.1	Summer School Interventions	Yes	$155,877.00			
3	3.2	Interventions and Tutoring	Yes	$150,000.00			
3	3.4	Family & Student Case Management	Yes	$5,000.00			
4	4.1	Counseling Supports	Yes	$70,000.00			
4	4.2	Family Engagement Supports	Yes	$280,000.00			
4	4.3	Translation Services	Yes	$75,000.00			
4	4.5	Secondary Counseling Services	Yes	$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	$194,180.00			
5	5.2	Elementary Reading Intervention Teachers	Yes	$348,246.00			
5	5.3	Increased during school and after school enrichment services	Yes	$150,000.00			

2022-23 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)
$26,854,461	ENTER	0%	0.00%	$0.00	0.00%	0.00%	$0.00	0.00%

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

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
Carmen Daniel
Kimberly Hines
Sophia Layne

MEMORANDUM

MEETING DATE: June 8, 2023
TO: Members of the Governing Board
FROM: J Jesús Contreras, Ed.D., Chief Business Officer
CATEGORY: Information/Public Hearing
ITEM TITLE: Proposed CUSD Budget for the Fiscal Year 2023-2024

BACKGROUND INFORMATION

The District is required to adopt a balanced budget prior to July 1 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 2023-2024.

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 2023-2024 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 2023-2024. 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 2023-2024 proposed district budget is presented to the Governing Board. This item is for information and will be set for voting approval at our upcoming Board meeting on June 22, 2023.

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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 a public hearing on the 2023-24 Budget.

A copy of the proposed budget will be available for public examination by following the link: eConvene from June 5, 2023 to June 22, 2023 between the hours of 8:00 a.m. to 4:30 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 2023-2024 or any item therein.

The Budget will be presented for adoption at the Regular Governing Board meeting, Thursday, June 22, 2023, 6:00 p.m.

Thursday, June 8, 2023 at 6:00 PM

Cabrillo Unified School District

Governing Board Meeting at:

Cunha Intermediate School in the Multi-Purpose Room
600 Church Street
Half Moon Bay, CA 94019

Posted Friday May 26, 2023

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	32,066,327.00	2,275,943.00	34,342,270.00	34,933,179.00	2,275,943.00	37,209,122.00	8.3%
2) Federal Revenue		8100-8299	19,235.00	1,511,506.00	1,530,741.00	19,235.00	1,630,007.00	1,649,242.00	7.7%
3) Other State Revenue		8300-8599	567,516.00	6,902,539.00	7,470,055.00	550,686.00	4,067,993.00	4,618,679.00	-38.2%
4) Other Local Revenue		8600-8799	282,536.00	3,250,316.00	3,532,852.00	282,536.00	2,442,525.00	2,725,061.00	-22.9%
5) TOTAL, REVENUES			32,935,614.00	13,940,304.00	46,875,918.00	35,785,636.00	10,416,468.00	46,202,104.00	-1.4%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	12,908,965.00	4,280,346.00	17,189,311.00	13,023,289.00	3,994,669.00	17,017,958.00	-1.0%
2) Classified Salaries		2000-2999	3,655,996.00	4,368,112.00	8,024,108.00	3,762,460.00	4,273,715.00	8,036,175.00	0.2%
3) Employee Benefits		3000-3999	6,305,743.00	5,634,177.00	11,939,920.00	6,957,540.00	5,132,439.00	12,089,979.00	1.3%
4) Books and Supplies		4000-4999	957,424.00	1,485,013.00	2,442,437.00	991,163.00	1,817,640.00	2,808,803.00	15.0%
5) Services and Other Operating Expenditures		5000-5999	3,318,913.00	3,833,101.00	7,152,014.00	3,318,913.00	3,298,038.00	6,616,951.00	-7.5%
6) Capital Outlay		6000-6999	0.00	444,495.00	444,495.00	0.00	86,495.00	86,495.00	-80.5%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	99,289.00	164,933.00	264,222.00	99,289.00	164,933.00	264,222.00	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			27,224,635.00	20,222,460.00	47,447,095.00	28,130,959.00	18,780,212.00	46,911,171.00	-1.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			5,710,979.00	(6,282,156.00)	(571,177.00)	7,654,677.00	(8,363,744.00)	(709,067.00)	24.1%
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	200,000.00	0.00	200,000.00	200,000.00	0.00	200,000.00	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	(7,932,009.00)	7,932,009.00	0.00	(7,847,534.00)	7,847,534.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(8,132,009.00)	7,932,009.00	(200,000.00)	(8,047,534.00)	7,847,534.00	(200,000.00)	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(2,421,030.00)	1,649,853.00	(771,177.00)	(392,857.00)	(516,210.00)	(909,067.00)	17.9%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	3,283,272.65	1,748,785.53	5,032,058.18	711,283.65	3,398,638.53	4,109,922.18	-18.3%
b) Audit Adjustments		9793	(150,959.00)	0.00	(150,959.00)	0.00	0.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
c) As of July 1 - Audited (F1a + F1b)			3,132,313.65	1,748,785.53	4,881,099.18	711,283.65	3,398,638.53	4,109,922.18	-15.8%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,132,313.65	1,748,785.53	4,881,099.18	711,283.65	3,398,638.53	4,109,922.18	-15.8%
2) Ending Balance, June 30 (E + F1e)			711,283.65	3,398,638.53	4,109,922.18	318,426.65	2,882,428.53	3,200,855.18	-22.1%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	45,000.00	0.00	45,000.00	45,000.00	0.00	45,000.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	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	3,398,639.07	3,398,639.07	0.00	2,882,429.07	2,882,429.07	-15.2%
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	666,283.65	0.00	666,283.65	273,426.65	0.00	273,426.65	-59.0%
Unassigned/Unappropriated Amount		9790	0.00	(.54)	(.54)	0.00	(.54)	(.54)	0.0%
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				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals Unrestricted (A)	2022-23 Estimated Actuals Restricted (B)	2022-23 Estimated Actuals Total Fund col. A + B (C)	2023-24 Budget Unrestricted (D)	2023-24 Budget Restricted (E)	2023-24 Budget Total Fund col. D + E (F)	% Diff Column C & F
9) Lease Receivable		9380	0.00	0.00	0.00				
10) TOTAL, ASSETS			0.00	0.00	0.00				
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 (G10 + H2) - (I6 + J2)			0.00	0.00	0.00				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	23,646,243.00	0.00	23,646,243.00	1,021,371.00	0.00	1,021,371.00	-95.7%
Education Protection Account State Aid - Current Year		8012	8,420,084.00	0.00	8,420,084.00	538,066.00	0.00	538,066.00	-93.6%
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	87,092.00	0.00	87,092.00	87,092.00	0.00	87,092.00	0.0%
Timber Yield Tax		8022	26,490.00	0.00	26,490.00	26,490.00	0.00	26,490.00	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	29,537,731.00	0.00	29,537,731.00	30,152,902.00	0.00	30,152,902.00	2.1%
Unsecured Roll Taxes		8042	1,102,049.00	0.00	1,102,049.00	1,102,049.00	0.00	1,102,049.00	0.0%
Prior Years' Taxes		8043	5,209.00	0.00	5,209.00	5,209.00	0.00	5,209.00	0.0%
Supplemental Taxes		8044	0.00	0.00	0.00	2,000,000.00	0.00	2,000,000.00	New
Education Revenue Augmentation Fund (ERAF)		8045	(30,758,571.00)	0.00	(30,758,571.00)	0.00	0.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
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			32,066,327.00	0.00	32,066,327.00	34,933,179.00	0.00	34,933,179.00	8.9%
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	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	2,275,943.00	2,275,943.00	0.00	2,275,943.00	2,275,943.00	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			32,066,327.00	2,275,943.00	34,342,270.00	34,933,179.00	2,275,943.00	37,209,122.00	8.3%
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	651,564.00	651,564.00	0.00	601,161.00	601,161.00	-7.7%
Special Education Discretionary Grants		8182	0.00	47,449.00	47,449.00	0.00	14,284.00	14,284.00	-69.9%
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		96,895.00	96,895.00		115,635.00	115,635.00	19.3%
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		525.00	525.00		146,088.00	146,088.00	27,726.3%
Title III, Part A, Immigrant Student Program	4201	8290		0.00	0.00		5,875.00	5,875.00	New
Title III, Part A, English Learner Program	4203	8290		95,223.00	95,223.00		70,682.00	70,682.00	-25.8%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Other NCLB / Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290		625.00	625.00		31,929.00	31,929.00	5,008.6%
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	19,235.00	404,948.00	424,183.00	19,235.00	430,076.00	449,311.00	5.9%
TOTAL, FEDERAL REVENUE			19,235.00	1,511,506.00	1,530,741.00	19,235.00	1,630,007.00	1,649,242.00	7.7%
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	122,751.00	0.00	122,751.00	122,751.00	0.00	122,751.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	441,830.00	174,133.00	615,963.00	425,000.00	167,500.00	592,500.00	-3.8%
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	46,564.00	46,564.00	0.00	0.00	0.00	-100.0%
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		115,647.00	115,647.00		118,457.00	118,457.00	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		163,900.00	163,900.00		581,432.00	581,432.00	254.7%
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%
All Other State Revenue	All Other	8590	2,935.00	6,249,683.00	6,252,618.00	2,935.00	3,047,992.00	3,050,927.00	-51.2%
TOTAL, OTHER STATE REVENUE			567,516.00	6,902,539.00	7,470,055.00	550,686.00	4,067,993.00	4,618,679.00	-38.2%
OTHER LOCAL REVENUE									

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
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	1,610,000.00	1,610,000.00	0.00	1,610,000.00	1,610,000.00	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	31,837.00	2,232.00	34,069.00	31,837.00	2,095.00	33,932.00	-0.4%
Interest		8660	100,000.00	0.00	100,000.00	100,000.00	0.00	100,000.00	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%
All Other Local Revenue		8699	150,699.00	1,638,084.00	1,788,783.00	150,699.00	830,430.00	981,129.00	-45.2%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
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			282,536.00	3,250,316.00	3,532,852.00	282,536.00	2,442,525.00	2,725,061.00	-22.9%
TOTAL, REVENUES			32,935,614.00	13,940,304.00	46,875,918.00	35,785,636.00	10,416,468.00	46,202,104.00	-1.4%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	10,037,919.00	3,074,647.00	13,112,566.00	10,025,395.00	2,900,097.00	12,925,492.00	-1.4%
Certificated Pupil Support Salaries		1200	379,958.00	728,391.00	1,108,349.00	379,958.00	711,197.00	1,091,155.00	-1.6%
Certificated Supervisors' and Administrators' Salaries		1300	2,181,713.00	265,373.00	2,447,086.00	2,308,561.00	187,472.00	2,496,033.00	2.0%
Other Certificated Salaries		1900	309,375.00	211,935.00	521,310.00	309,375.00	195,903.00	505,278.00	-3.1%
TOTAL, CERTIFICATED SALARIES			12,908,965.00	4,280,346.00	17,189,311.00	13,023,289.00	3,994,669.00	17,017,958.00	-1.0%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	27,157.00	1,238,037.00	1,265,194.00	27,157.00	1,238,037.00	1,265,194.00	0.0%
Classified Support Salaries		2200	961,708.00	2,165,672.00	3,127,380.00	938,520.00	2,078,426.00	3,016,946.00	-3.5%
Classified Supervisors' and Administrators' Salaries		2300	611,904.00	221,447.00	833,351.00	611,904.00	219,447.00	831,351.00	-0.2%
Clerical, Technical and Office Salaries		2400	1,311,653.00	272,914.00	1,584,567.00	1,461,134.00	271,777.00	1,732,911.00	9.4%
Other Classified Salaries		2900	743,574.00	470,042.00	1,213,616.00	723,745.00	466,028.00	1,189,773.00	-2.0%
TOTAL, CLASSIFIED SALARIES			3,655,996.00	4,368,112.00	8,024,108.00	3,762,460.00	4,273,715.00	8,036,175.00	0.2%
EMPLOYEE BENEFITS									
STRS		3101-3102	2,432,381.00	2,253,046.00	4,685,427.00	2,432,381.00	2,275,078.00	4,707,459.00	0.5%
PERS		3201-3202	1,099,257.00	1,114,365.00	2,213,622.00	1,221,588.00	1,104,567.00	2,326,155.00	5.1%
OASDI/Medicare/Alternative		3301-3302	491,648.00	391,368.00	883,016.00	486,573.00	368,886.00	855,459.00	-3.1%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Health and Welfare Benefits		3401-3402	1,707,979.00	1,614,746.00	3,322,725.00	2,309,270.00	1,134,621.00	3,443,891.00	3.6%
Unemployment Insurance		3501-3502	81,763.00	44,295.00	126,058.00	81,385.00	41,750.00	123,135.00	-2.3%
Workers' Compensation		3601-3602	271,649.00	140,425.00	412,074.00	270,408.00	134,287.00	404,695.00	-1.8%
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	221,066.00	75,932.00	296,998.00	155,935.00	73,250.00	229,185.00	-22.8%
TOTAL, EMPLOYEE BENEFITS			6,305,743.00	5,634,177.00	11,939,920.00	6,957,540.00	5,132,439.00	12,089,979.00	1.3%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	409,104.00	192,063.00	601,167.00	409,104.00	128,125.00	537,229.00	-10.6%
Books and Other Reference Materials		4200	34,657.00	415.00	35,072.00	34,657.00	415.00	35,072.00	0.0%
Materials and Supplies		4300	513,663.00	1,266,385.00	1,780,048.00	547,402.00	1,662,950.00	2,210,352.00	24.2%
Noncapitalized Equipment		4400	0.00	26,150.00	26,150.00	0.00	26,150.00	26,150.00	0.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			957,424.00	1,485,013.00	2,442,437.00	991,163.00	1,817,640.00	2,808,803.00	15.0%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	781,758.00	781,758.00	0.00	781,758.00	781,758.00	0.0%
Travel and Conferences		5200	25,403.00	97,186.00	122,589.00	25,403.00	64,219.00	89,622.00	-26.9%
Dues and Memberships		5300	27,448.00	0.00	27,448.00	27,448.00	0.00	27,448.00	0.0%
Insurance		5400 - 5450	555,135.00	0.00	555,135.00	555,135.00	0.00	555,135.00	0.0%
Operations and Housekeeping Services		5500	1,061,477.00	32,100.00	1,093,577.00	1,061,477.00	32,100.00	1,093,577.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	81,936.00	673,535.00	755,471.00	81,936.00	567,625.00	649,561.00	-14.0%
Transfers of Direct Costs		5710	0.00	0.00	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	1,275,480.00	2,244,400.00	3,519,880.00	1,275,480.00	1,848,214.00	3,123,694.00	-11.3%
Communications		5900	292,034.00	4,122.00	296,156.00	292,034.00	4,122.00	296,156.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			3,318,913.00	3,833,101.00	7,152,014.00	3,318,913.00	3,298,038.00	6,616,951.00	-7.5%
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%
Buildings and Improvements of Buildings		6200	0.00	398,000.00	398,000.00	0.00	40,000.00	40,000.00	-89.9%
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	46,495.00	46,495.00	0.00	46,495.00	46,495.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals Unrestricted (A)	2022-23 Estimated Actuals Restricted (B)	2022-23 Estimated Actuals Total Fund col. A + B (C)	2023-24 Budget Unrestricted (D)	2023-24 Budget Restricted (E)	2023-24 Budget Total Fund col. D + E (F)	% Diff Column C & F
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%
Subscription Assets		6700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	444,495.00	444,495.00	0.00	86,495.00	86,495.00	-80.5%
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	8,315.00	0.00	8,315.00	8,315.00	0.00	8,315.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	90,974.00	164,933.00	255,907.00	90,974.00	164,933.00	255,907.00	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%
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)			99,289.00	164,933.00	264,222.00	99,289.00	164,933.00	264,222.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals Unrestricted (A)	2022-23 Estimated Actuals Restricted (B)	2022-23 Estimated Actuals Total Fund col. A + B (C)	2023-24 Budget Unrestricted (D)	2023-24 Budget Restricted (E)	2023-24 Budget Total Fund col. D + E (F)	% Diff Column C & F
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			27,224,635.00	20,222,460.00	47,447,095.00	28,130,959.00	18,780,212.00	46,911,171.00	-1.1%
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	200,000.00	0.00	200,000.00	200,000.00	0.00	200,000.00	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			200,000.00	0.00	200,000.00	200,000.00	0.00	200,000.00	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%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
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	(7,932,009.00)	7,932,009.00	0.00	(7,847,534.00)	7,847,534.00	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			(7,932,009.00)	7,932,009.00	0.00	(7,847,534.00)	7,847,534.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			(8,132,009.00)	7,932,009.00	(200,000.00)	(8,047,534.00)	7,847,534.00	(200,000.00)	0.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals Unrestricted (A)	2022-23 Estimated Actuals Restricted (B)	2022-23 Estimated Actuals Total Fund col. A + B (C)	2023-24 Budget Unrestricted (D)	2023-24 Budget Restricted (E)	2023-24 Budget Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	32,066,327.00	2,275,943.00	34,342,270.00	34,933,179.00	2,275,943.00	37,209,122.00	8.3%
2) Federal Revenue		8100-8299	19,235.00	1,511,506.00	1,530,741.00	19,235.00	1,630,007.00	1,649,242.00	7.7%
3) Other State Revenue		8300-8599	567,516.00	6,902,539.00	7,470,055.00	550,686.00	4,067,993.00	4,618,679.00	-38.2%
4) Other Local Revenue		8600-8799	282,536.00	3,250,316.00	3,532,852.00	282,536.00	2,442,525.00	2,725,061.00	-22.9%
5) TOTAL, REVENUES			32,935,614.00	13,940,304.00	46,875,918.00	35,785,636.00	10,416,468.00	46,202,104.00	-1.4%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		14,931,967.00	11,800,992.00	26,732,959.00	15,661,479.00	11,461,780.00	27,123,259.00	1.5%
2) Instruction - Related Services	2000-2999		5,346,107.00	1,810,527.00	7,156,634.00	5,546,107.00	1,562,029.00	7,108,136.00	-0.7%
3) Pupil Services	3000-3999		797,823.00	2,709,472.00	3,507,295.00	797,823.00	2,597,523.00	3,395,346.00	-3.2%
4) Ancillary Services	4000-4999		628,382.00	466,103.00	1,094,485.00	628,382.00	357,927.00	986,309.00	-9.9%
5) Community Services	5000-5999		0.00	55,694.00	55,694.00	0.00	55,694.00	55,694.00	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		3,587,701.00	44,180.00	3,631,881.00	3,587,701.00	44,180.00	3,631,881.00	0.0%
8) Plant Services	8000-8999		1,833,366.00	3,170,559.00	5,003,925.00	1,810,178.00	2,536,146.00	4,346,324.00	-13.1%
9) Other Outgo	9000-9999	Except 7600-7699	99,289.00	164,933.00	264,222.00	99,289.00	164,933.00	264,222.00	0.0%
10) TOTAL, EXPENDITURES			27,224,635.00	20,222,460.00	47,447,095.00	28,130,959.00	18,780,212.00	46,911,171.00	-1.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			5,710,979.00	(6,282,156.00)	(571,177.00)	7,654,677.00	(8,363,744.00)	(709,067.00)	24.1%
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	200,000.00	0.00	200,000.00	200,000.00	0.00	200,000.00	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	(7,932,009.00)	7,932,009.00	0.00	(7,847,534.00)	7,847,534.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(8,132,009.00)	7,932,009.00	(200,000.00)	(8,047,534.00)	7,847,534.00	(200,000.00)	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(2,421,030.00)	1,649,853.00	(771,177.00)	(392,857.00)	(516,210.00)	(909,067.00)	17.9%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	3,283,272.65	1,748,785.53	5,032,058.18	711,283.65	3,398,638.53	4,109,922.18	-18.3%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
b) Audit Adjustments		9793	(150,959.00)	0.00	(150,959.00)	0.00	0.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			3,132,313.65	1,748,785.53	4,881,099.18	711,283.65	3,398,638.53	4,109,922.18	-15.8%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,132,313.65	1,748,785.53	4,881,099.18	711,283.65	3,398,638.53	4,109,922.18	-15.8%
2) Ending Balance, June 30 (E + F1e)			711,283.65	3,398,638.53	4,109,922.18	318,426.65	2,882,428.53	3,200,855.18	-22.1%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	45,000.00	0.00	45,000.00	45,000.00	0.00	45,000.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	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	3,398,639.07	3,398,639.07	0.00	2,882,429.07	2,882,429.07	-15.2%
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	666,283.65	0.00	666,283.65	273,426.65	0.00	273,426.65	-59.0%
Unassigned/Unappropriated Amount		9790	0.00	(.54)	(.54)	0.00	(.54)	(.54)	0.0%

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
2600	Expanded Learning Opportunities Program	284,892.63	538,867.63
6266	Educator Effectiveness, FY 2021-22	290,870.21	.21
6536	Special Ed: Dispute Prevention and Dispute Resolution	39,864.00	39,864.00
6537	Special Ed: Learning Recovery Support	6,700.00	6,700.00
6546	Mental Health-Related Services	272,799.08	343,660.08
6547	Special Education Early Intervention Preschool Grant	233,601.00	350,401.00
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	360,049.00	360,049.00
7311	Classified School Employee Professional Development Block Grant	20,683.00	20,683.00
7412	A-G Access/Success Grant	76,062.00	42,636.00
7413	A-G Learning Loss Mitigation Grant	40,867.00	40,867.00
7435	Learning Recovery Emergency Block Grant	1,112,576.00	362,967.00
7810	Other Restricted State	20,361.00	20,361.00
9010	Other Restricted Local	639,314.15	755,373.15
Total, Restricted Balance		3,398,639.07	2,882,429.07

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 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	200,000.00	200,000.00	0.0%
5) TOTAL, REVENUES			200,000.00	200,000.00	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	200,000.00	200,000.00	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			200,000.00	200,000.00	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	164,005.00	164,005.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			164,005.00	164,005.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			164,005.00	164,005.00	0.0%
2) Ending Balance, June 30 (E + F1e)			164,005.00	164,005.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	164,005.00	164,005.00	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	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	0.00		
9) Lease Receivable		9380	0.00		
10) 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 Revenues		9650	0.00		
6) TOTAL, LIABILITIES			0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 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					
(G10 + H2) - (I6 + J2)			0.00		
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	200,000.00	200,000.00	0.0%
TOTAL, REVENUES			200,000.00	200,000.00	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					

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Materials and Supplies		4300	200,000.00	200,000.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			200,000.00	200,000.00	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%
Subscription Assets		6700	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			200,000.00	200,000.00	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%
Proceeds from SBITAs		8974	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 Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES					
(a- b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 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	200,000.00	200,000.00	0.0%
5) TOTAL, REVENUES			200,000.00	200,000.00	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		200,000.00	200,000.00	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			200,000.00	200,000.00	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	164,005.00	164,005.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			164,005.00	164,005.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			164,005.00	164,005.00	0.0%
2) Ending Balance, June 30 (E + F1e)			164,005.00	164,005.00	0.0%
Components of Ending Fund Balance					

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 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	164,005.00	164,005.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
8210	Student Activity Funds	164,005.00	164,005.00
Total, Restricted Balance		164,005.00	164,005.00

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	44,034.00	44,034.00	0.0%
3) Other State Revenue		8300-8599	359,064.00	359,064.00	0.0%
4) Other Local Revenue		8600-8799	2,250.00	2,250.00	0.0%
5) TOTAL, REVENUES			405,348.00	405,348.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	195,854.00	195,854.00	0.0%
2) Classified Salaries		2000-2999	12,400.00	12,400.00	0.0%
3) Employee Benefits		3000-3999	74,236.00	74,236.00	0.0%
4) Books and Supplies		4000-4999	67,198.00	67,198.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	65,690.00	65,690.00	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			424,790.00	424,790.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(19,442.00)	(19,442.00)	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)			(19,442.00)	(19,442.00)	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	176,657.93	151,404.93	-14.3%
b) Audit Adjustments		9793	(5,811.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			170,846.93	151,404.93	-11.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			170,846.93	151,404.93	-11.4%
2) Ending Balance, June 30 (E + F1e)			151,404.93	131,962.93	-12.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	151,404.93	131,962.93	-12.8%
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		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			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			
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					
(G10 + H2) - (I6 + J2)			0.00		
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	44,034.00	44,034.00	0.0%
TOTAL, FEDERAL REVENUE			44,034.00	44,034.00	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	2,250.00	2,250.00	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	0.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			2,250.00	2,250.00	0.0%
TOTAL, REVENUES			405,348.00	405,348.00	0.0%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	35,129.00	35,129.00	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	160,725.00	160,725.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
TOTAL, CERTIFICATED SALARIES			195,854.00	195,854.00	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	12,400.00	12,400.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			12,400.00	12,400.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	36,086.00	36,086.00	0.0%
PERS		3201-3202	878.00	878.00	0.0%
OASDI/Medicare/Alternative		3301-3302	3,817.00	3,817.00	0.0%
Health and Welfare Benefits		3401-3402	28,934.00	28,934.00	0.0%
Unemployment Insurance		3501-3502	1,049.00	1,049.00	0.0%
Workers' Compensation		3601-3602	3,472.00	3,472.00	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			74,236.00	74,236.00	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	62,781.00	62,781.00	0.0%
Noncapitalized Equipment		4400	4,417.00	4,417.00	0.0%
TOTAL, BOOKS AND SUPPLIES			67,198.00	67,198.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	8,604.00	8,604.00	0.0%
Dues and Memberships		5300	300.00	300.00	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	2,500.00	2,500.00	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	54,286.00	54,286.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			65,690.00	65,690.00	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%
Subscription Assets		6700	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					
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%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
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			424,790.00	424,790.00	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					
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%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
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	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	44,034.00	44,034.00	0.0%
3) Other State Revenue		8300-8599	359,064.00	359,064.00	0.0%
4) Other Local Revenue		8600-8799	2,250.00	2,250.00	0.0%
5) TOTAL, REVENUES			405,348.00	405,348.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		98,045.00	98,045.00	0.0%
2) Instruction - Related Services	2000-2999		317,333.00	317,333.00	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		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			424,790.00	424,790.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(19,442.00)	(19,442.00)	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)			(19,442.00)	(19,442.00)	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	176,657.93	151,404.93	-14.3%
b) Audit Adjustments		9793	(5,811.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			170,846.93	151,404.93	-11.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			170,846.93	151,404.93	-11.4%
2) Ending Balance, June 30 (E + F1e)			151,404.93	131,962.93	-12.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	151,404.93	131,962.93	-12.8%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
6391	Adult Education Program	151,404.93	131,962.93
Total, Restricted Balance		151,404.93	131,962.93

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 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	506,255.00	479,673.00	-5.3%
4) Other Local Revenue		8600-8799	735.00	735.00	0.0%
5) TOTAL, REVENUES			506,990.00	480,408.00	-5.2%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	268,544.00	244,014.00	-9.1%
3) Employee Benefits		3000-3999	154,516.00	136,447.00	-11.7%
4) Books and Supplies		4000-4999	68,051.00	90,438.00	32.9%
5) Services and Other Operating Expenditures		5000-5999	15,144.00	8,774.00	-42.1%
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			506,255.00	479,673.00	-5.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			735.00	735.00	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)			735.00	735.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	18,760.96	16,022.96	-14.6%
b) Audit Adjustments		9793	(3,473.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			15,287.96	16,022.96	4.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			15,287.96	16,022.96	4.8%
2) Ending Balance, June 30 (E + F1e)			16,022.96	16,757.96	4.6%
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	14,527.00	14,527.00	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	1,495.96	2,230.96	49.1%
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		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			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			
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					
(G10 + H2) - (I6 + J2)			0.00		
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	430,030.00	430,030.00	0.0%
All Other State Revenue	All Other	8590	76,225.00	49,643.00	-34.9%
TOTAL, OTHER STATE REVENUE			506,255.00	479,673.00	-5.3%
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	735.00	735.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			735.00	735.00	0.0%
TOTAL, REVENUES			506,990.00	480,408.00	-5.2%
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	8,158.00	8,158.00	0.0%
Classified Support Salaries		2200	11,143.00	11,143.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	138,116.00	113,586.00	-17.8%
Clerical, Technical and Office Salaries		2400	60,409.00	60,409.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Other Classified Salaries		2900	50,718.00	50,718.00	0.0%
TOTAL, CLASSIFIED SALARIES			268,544.00	244,014.00	-9.1%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	74,742.00	66,802.00	-10.6%
OASDI/Medicare/Alternative		3301-3302	19,886.00	18,009.00	-9.4%
Health and Welfare Benefits		3401-3402	51,188.00	43,462.00	-15.1%
Unemployment Insurance		3501-3502	1,356.00	1,233.00	-9.1%
Workers' Compensation		3601-3602	4,454.00	4,051.00	-9.0%
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	2,890.00	2,890.00	0.0%
TOTAL, EMPLOYEE BENEFITS			154,516.00	136,447.00	-11.7%
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	68,051.00	90,438.00	32.9%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			68,051.00	90,438.00	32.9%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	6,370.00	0.00	-100.0%
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	8,500.00	8,500.00	0.0%
Communications		5900	274.00	274.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			15,144.00	8,774.00	-42.1%
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%
Subscription Assets		6700	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					
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			506,255.00	479,673.00	-5.3%
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					

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
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%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
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	2022-23 Estimated Actuals	2023-24 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	506,255.00	479,673.00	-5.3%
4) Other Local Revenue		8600-8799	735.00	735.00	0.0%
5) TOTAL, REVENUES			506,990.00	480,408.00	-5.2%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		163,202.00	179,365.00	9.9%
2) Instruction - Related Services	2000-2999		342,910.00	300,165.00	-12.5%
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		143.00	143.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			506,255.00	479,673.00	-5.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			735.00	735.00	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)			735.00	735.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	18,760.96	16,022.96	-14.6%
b) Audit Adjustments		9793	(3,473.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			15,287.96	16,022.96	4.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			15,287.96	16,022.96	4.8%
2) Ending Balance, June 30 (E + F1e)			16,022.96	16,757.96	4.6%
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	14,527.00	14,527.00	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	1,495.96	2,230.96	49.1%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
5059	Child Development: ARP California State Preschool Program One-time Stipend	14,527.00	14,527.00
Total, Restricted Balance		14,527.00	14,527.00

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	545,893.00	475,000.00	-13.0%
3) Other State Revenue		8300-8599	250,000.00	250,000.00	0.0%
4) Other Local Revenue		8600-8799	155,263.00	96,935.00	-37.6%
5) TOTAL, REVENUES			951,156.00	821,935.00	-13.6%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	298,942.00	298,267.00	-0.2%
3) Employee Benefits		3000-3999	186,883.00	186,765.00	-0.1%
4) Books and Supplies		4000-4999	565,336.00	486,912.00	-13.9%
5) Services and Other Operating Expenditures		5000-5999	49,168.00	48,673.00	-1.0%
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			1,100,329.00	1,020,617.00	-7.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(149,173.00)	(198,682.00)	33.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	200,000.00	200,000.00	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			200,000.00	200,000.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			50,827.00	1,318.00	-97.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	97,706.03	148,261.03	51.7%
b) Audit Adjustments		9793	(272.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			97,434.03	148,261.03	52.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			97,434.03	148,261.03	52.2%
2) Ending Balance, June 30 (E + F1e)			148,261.03	149,579.03	0.9%
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	148,261.03	149,579.03	0.9%
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		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			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			
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					
(G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
Child Nutrition Programs		8220	545,893.00	475,000.00	-13.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			545,893.00	475,000.00	-13.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	250,000.00	250,000.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			250,000.00	250,000.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	96,272.00	96,272.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	663.00	663.00	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	58,328.00	0.00	-100.0%
TOTAL, OTHER LOCAL REVENUE			155,263.00	96,935.00	-37.6%
TOTAL, REVENUES			951,156.00	821,935.00	-13.6%
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	223,723.00	223,048.00	-0.3%
Classified Supervisors' and Administrators' Salaries		2300	75,062.00	75,062.00	0.0%
Clerical, Technical and Office Salaries		2400	157.00	157.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			298,942.00	298,267.00	-0.2%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	83,959.00	83,959.00	0.0%
OASDI/Medicare/Alternative		3301-3302	22,029.00	21,974.00	-0.2%
Health and Welfare Benefits		3401-3402	67,919.00	67,919.00	0.0%
Unemployment Insurance		3501-3502	1,440.00	1,436.00	-0.3%
Workers' Compensation		3601-3602	4,734.00	4,722.00	-0.3%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
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	6,802.00	6,755.00	-0.7%
TOTAL, EMPLOYEE BENEFITS			186,883.00	186,765.00	-0.1%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	20,446.00	18,314.00	-10.4%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	544,890.00	468,598.00	-14.0%
TOTAL, BOOKS AND SUPPLIES			565,336.00	486,912.00	-13.9%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	1,989.00	1,494.00	-24.9%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	4,581.00	4,581.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	9,750.00	9,750.00	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	31,420.00	31,420.00	0.0%
Communications		5900	1,428.00	1,428.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			49,168.00	48,673.00	-1.0%
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%
Subscription Assets		6700	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			1,100,329.00	1,020,617.00	-7.2%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	200,000.00	200,000.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			200,000.00	200,000.00	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					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
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%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
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)			200,000.00	200,000.00	0.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	545,893.00	475,000.00	-13.0%
3) Other State Revenue		8300-8599	250,000.00	250,000.00	0.0%
4) Other Local Revenue		8600-8799	155,263.00	96,935.00	-37.6%
5) TOTAL, REVENUES			951,156.00	821,935.00	-13.6%
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		1,095,248.00	1,015,536.00	-7.3%
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		5,081.00	5,081.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			1,100,329.00	1,020,617.00	-7.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(149,173.00)	(198,682.00)	33.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	200,000.00	200,000.00	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			200,000.00	200,000.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			50,827.00	1,318.00	-97.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	97,706.03	148,261.03	51.7%
b) Audit Adjustments		9793	(272.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			97,434.03	148,261.03	52.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			97,434.03	148,261.03	52.2%
2) Ending Balance, June 30 (E + F1e)			148,261.03	149,579.03	0.9%
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	148,261.03	149,579.03	0.9%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	67,183.03	68,501.03
5466	Child Nutrition: Supply Chain Assistance (SCA) Funds	52,584.00	52,584.00
7028	Child Nutrition: Kitchen Infrastructure Upgrade Funds	22,868.00	22,868.00
7029	Child Nutrition: Food Service Staff Training Funds	5,626.00	5,626.00
Total, Restricted Balance		148,261.03	149,579.03

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 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	239.11	235.11	-1.7%
b) Audit Adjustments		9793	(7.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			232.11	235.11	1.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			232.11	235.11	1.3%
2) Ending Balance, June 30 (E + F1e)			235.11	238.11	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	235.11	238.11	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		
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		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			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			
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					
(G10 + H2) - (I6 + J2)			0.00		
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%
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%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
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%
Subscription Assets		6700	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%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
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	2022-23 Estimated Actuals	2023-24 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	239.11	235.11	-1.7%
b) Audit Adjustments		9793	(7.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			232.11	235.11	1.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			232.11	235.11	1.3%
2) Ending Balance, June 30 (E + F1e)			235.11	238.11	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	235.11	238.11	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	2022-23 Estimated Actuals	2023-24 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 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	1,037.00	1,037.00	0.0%
5) TOTAL, REVENUES			1,037.00	1,037.00	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)			1,037.00	1,037.00	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)			1,037.00	1,037.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	75,110.61	73,810.61	-1.7%
b) Audit Adjustments		9793	(2,337.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			72,773.61	73,810.61	1.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			72,773.61	73,810.61	1.4%
2) Ending Balance, June 30 (E + F1e)			73,810.61	74,847.61	1.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		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	73,810.61	74,847.61	1.4%
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		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			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			
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					
(G10 + H2) - (I6 + J2)			0.00		
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	1,037.00	1,037.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,037.00	1,037.00	0.0%
TOTAL, REVENUES			1,037.00	1,037.00	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	2022-23 Estimated Actuals	2023-24 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	1,037.00	1,037.00	0.0%
5) TOTAL, REVENUES			1,037.00	1,037.00	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)			1,037.00	1,037.00	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)			1,037.00	1,037.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	75,110.61	73,810.61	-1.7%
b) Audit Adjustments		9793	(2,337.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			72,773.61	73,810.61	1.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			72,773.61	73,810.61	1.4%
2) Ending Balance, June 30 (E + F1e)			73,810.61	74,847.61	1.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	73,810.61	74,847.61	1.4%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 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	550,000.00	550,000.00	0.0%
5) TOTAL, REVENUES			550,000.00	550,000.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	182,714.00	182,714.00	0.0%
3) Employee Benefits		3000-3999	78,600.00	78,600.00	0.0%
4) Books and Supplies		4000-4999	174,204.00	174,204.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	1,012,441.00	1,012,441.00	0.0%
6) Capital Outlay		6000-6999	5,795,549.00	4,285,941.00	-26.0%
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			7,243,508.00	5,733,900.00	-20.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(6,693,508.00)	(5,183,900.00)	-22.6%
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)			(6,693,508.00)	(5,183,900.00)	-22.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	36,815,574.50	28,925,428.50	-21.4%
b) Audit Adjustments		9793	(1,196,638.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			35,618,936.50	28,925,428.50	-18.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			35,618,936.50	28,925,428.50	-18.8%
2) Ending Balance, June 30 (E + F1e)			28,925,428.50	23,741,528.50	-17.9%
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	28,925,428.50	23,741,528.50	-17.9%
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		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			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 (G10 + H2) - (I6 + J2)			0.00		
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	550,000.00	550,000.00	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%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			550,000.00	550,000.00	0.0%
TOTAL, REVENUES			550,000.00	550,000.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	802.00	802.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	129,899.00	129,899.00	0.0%
Clerical, Technical and Office Salaries		2400	52,013.00	52,013.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
TOTAL, CLASSIFIED SALARIES			182,714.00	182,714.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	44,028.00	44,028.00	0.0%
OASDI/Medicare/Alternative		3301-3302	14,089.00	14,089.00	0.0%
Health and Welfare Benefits		3401-3402	15,030.00	15,030.00	0.0%
Unemployment Insurance		3501-3502	920.00	920.00	0.0%
Workers' Compensation		3601-3602	3,029.00	3,029.00	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	1,504.00	1,504.00	0.0%
TOTAL, EMPLOYEE BENEFITS			78,600.00	78,600.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	89,744.00	89,744.00	0.0%
Noncapitalized Equipment		4400	84,460.00	84,460.00	0.0%
TOTAL, BOOKS AND SUPPLIES			174,204.00	174,204.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	192.00	192.00	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	243,331.00	243,331.00	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	768,918.00	768,918.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,012,441.00	1,012,441.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	2,619,779.00	1,110,171.00	-57.6%
Buildings and Improvements of Buildings		6200	3,175,770.00	3,175,770.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			5,795,549.00	4,285,941.00	-26.0%
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			7,243,508.00	5,733,900.00	-20.8%
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: 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%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
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%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
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	2022-23 Estimated Actuals	2023-24 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	550,000.00	550,000.00	0.0%
5) TOTAL, REVENUES			550,000.00	550,000.00	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		7,243,508.00	5,733,900.00	-20.8%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			7,243,508.00	5,733,900.00	-20.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)			(6,693,508.00)	(5,183,900.00)	-22.6%
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)			(6,693,508.00)	(5,183,900.00)	-22.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	36,815,574.50	28,925,428.50	-21.4%
b) Audit Adjustments		9793	(1,196,638.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			35,618,936.50	28,925,428.50	-18.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			35,618,936.50	28,925,428.50	-18.8%
2) Ending Balance, June 30 (E + F1e)			28,925,428.50	23,741,528.50	-17.9%
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	28,925,428.50	23,741,528.50	-17.9%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
9010	Other Restricted Local	28,925,428.50	23,741,528.50
Total, Restricted Balance		28,925,428.50	23,741,528.50

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 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	260,000.00	260,000.00	0.0%
5) TOTAL, REVENUES			260,000.00	260,000.00	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	25,500.00	25,500.00	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			25,500.00	25,500.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			234,500.00	234,500.00	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)			234,500.00	234,500.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,960,205.46	2,133,649.46	8.8%
b) Audit Adjustments		9793	(61,056.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			1,899,149.46	2,133,649.46	12.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,899,149.46	2,133,649.46	12.3%
2) Ending Balance, June 30 (E + F1e)			2,133,649.46	2,368,149.46	11.0%
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	2,133,649.46	2,368,149.46	11.0%
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		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			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 (G10 + H2) - (I6 + J2)			0.00		
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	30,000.00	30,000.00	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	230,000.00	230,000.00	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			260,000.00	260,000.00	0.0%
TOTAL, REVENUES			260,000.00	260,000.00	0.0%
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%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
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	11,500.00	11,500.00	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	12,500.00	12,500.00	0.0%
Communications		5900	1,500.00	1,500.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			25,500.00	25,500.00	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%
Subscription Assets		6700	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			25,500.00	25,500.00	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: 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					

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
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	2022-23 Estimated Actuals	2023-24 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	260,000.00	260,000.00	0.0%
5) TOTAL, REVENUES			260,000.00	260,000.00	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		12,500.00	12,500.00	0.0%
8) Plant Services	8000-8999		13,000.00	13,000.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			25,500.00	25,500.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)			234,500.00	234,500.00	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)			234,500.00	234,500.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,960,205.46	2,133,649.46	8.8%
b) Audit Adjustments		9793	(61,056.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			1,899,149.46	2,133,649.46	12.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,899,149.46	2,133,649.46	12.3%
2) Ending Balance, June 30 (E + F1e)			2,133,649.46	2,368,149.46	11.0%
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	2,133,649.46	2,368,149.46	11.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
9010	Other Restricted Local	2,133,649.46	2,368,149.46
Total, Restricted Balance		2,133,649.46	2,368,149.46

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 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	12,150,000.00	150,000.00	-98.8%
5) TOTAL, REVENUES			12,150,000.00	150,000.00	-98.8%
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	320,649.00	352,500.00	9.9%
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			320,649.00	352,500.00	9.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			11,829,351.00	(202,500.00)	-101.7%
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)			11,829,351.00	(202,500.00)	-101.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	11,829,351.00	New
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	11,829,351.00	New
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	11,829,351.00	New
2) Ending Balance, June 30 (E + F1e)			11,829,351.00	11,626,851.00	-1.7%
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	11,679,351.00	11,326,851.00	-3.0%
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	150,000.00	300,000.00	100.0%
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		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			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 (G10 + H2) - (I6 + J2)			0.00		
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					
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	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%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	150,000.00	150,000.00	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	12,000,000.00	0.00	-100.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			12,150,000.00	150,000.00	-98.8%
TOTAL, REVENUES			12,150,000.00	150,000.00	-98.8%
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%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
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%
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	320,649.00	352,500.00	9.9%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			320,649.00	352,500.00	9.9%
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%
Subscription Assets		6700	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					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			320,649.00	352,500.00	9.9%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
To: Special Reserve Fund 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					
From: Special Reserve Fund To: General Fund/CSSF		7612	0.00	0.00	0.0%
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%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
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	2022-23 Estimated Actuals	2023-24 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	12,150,000.00	150,000.00	-98.8%
5) TOTAL, REVENUES			12,150,000.00	150,000.00	-98.8%
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		320,649.00	352,500.00	9.9%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			320,649.00	352,500.00	9.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)			11,829,351.00	(202,500.00)	-101.7%
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)			11,829,351.00	(202,500.00)	-101.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	11,829,351.00	New
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	11,829,351.00	New
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	11,829,351.00	New
2) Ending Balance, June 30 (E + F1e)			11,829,351.00	11,626,851.00	-1.7%
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	11,679,351.00	11,326,851.00	-3.0%
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	150,000.00	300,000.00	100.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
9010	Other Restricted Local	11,679,351.00	11,326,851.00
Total, Restricted Balance		11,679,351.00	11,326,851.00

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 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	4,388,593.59	4,388,593.59	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4,388,593.59	4,388,593.59	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,388,593.59	4,388,593.59	0.0%
2) Ending Balance, June 30 (E + F1e)			4,388,593.59	4,388,593.59	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	4,388,593.59	4,388,593.59	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		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			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 (G10 + 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%
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%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
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	2022-23 Estimated Actuals	2023-24 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	4,388,593.59	4,388,593.59	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4,388,593.59	4,388,593.59	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,388,593.59	4,388,593.59	0.0%
2) Ending Balance, June 30 (E + F1e)			4,388,593.59	4,388,593.59	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	4,388,593.59	4,388,593.59	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
9010	Other Restricted Local	4,388,593.59	4,388,593.59
Total, Restricted Balance		4,388,593.59	4,388,593.59

Description	2022-23 Estimated Actuals			2023-24 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)	2,518.54	2,518.54	2,831.43	2,526.55	2,526.55	2,687.36
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)						
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)	2,518.54	2,518.54	2,831.43	2,526.55	2,526.55	2,687.36
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class	2.97	2.97	2.97	2.97	2.97	2.97
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 A5a through A5f)	2.97	2.97	2.97	2.97	2.97	2.97
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	2,521.51	2,521.51	2,834.40	2,529.52	2,529.52	2,690.33
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2022-23 Estimated Actuals			2023-24 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	2022-23 Estimated Actuals			2023-24 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)]						
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			3,797,478.51	(289,957.64)	(2,451,428.36)	(5,165,851.94)	(6,967,633.26)	(8,329,210.60)	5,113,693.56	3,984,846.62
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		51,068.55	51,068.55	226,439.89	91,923.39	91,923.39	226,439.89	91,923.39	91,923.39
Property Taxes	8020-8079		0.00	0.00	0.00	1,069,462.45	1,069,462.45	15,617,408.55	2,138,924.90	(2,287,331.22)
Miscellaneous Funds	8080-8099		0.00	0.00	0.00	13,037.26	0.00	872,368.72	0.00	0.00
Federal Revenue	8100-8299		0.00	0.00	0.00	8,818.98	120,381.45	30,328.00	29,785.64	30,752.85
Other State Revenue	8300-8599		131,872.00	129,094.40	105,690.54	120,570.21	278,965.00	214,528.50	130,514.02	217,774.88
Other Local Revenue	8600-8799		0.00	0.00	34,384.36	29,511.86	9,856.96	809,707.67	247,431.50	25,783.85
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			182,940.55	180,162.95	366,514.79	1,333,324.15	1,570,589.25	17,770,781.33	2,638,579.45	(1,921,096.25)
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		211,249.98	1,441,876.11	1,517,488.38	1,532,634.15	1,612,289.98	1,539,172.56	1,544,719.43	1,534,074.47
Classified Salaries	2000-2999		337,386.21	424,672.33	897,023.09	717,152.88	716,332.73	707,357.04	691,368.69	694,556.33
Employee Benefits	3000-3999		250,000.82	813,254.15	988,145.65	994,545.05	938,270.14	932,519.55	921,654.88	1,088,081.72
Books and Supplies	4000-4999		59,356.45	141,273.32	192,800.77	168,312.41	199,288.46	335,658.67	110,658.40	198,148.89
Services	5000-5999		584,776.86	299,320.29	264,242.98	492,435.16	244,301.24	773,976.96	495,004.88	655,674.34
Capital Outlay	6000-6599		0.00	0.00	0.00	0.00	0.00	0.00	4,020.10	0.00
Other Outgo	7000-7499		0.00	0.00	0.00	8,788.33	446.56	39,192.40	0.00	28,955.16
Interfund Transfers Out	7600-7629		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
All Other Financing Uses	7630-7699		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL DISBURSEMENTS			1,442,770.32	3,120,396.19	3,859,700.88	3,913,867.99	3,710,929.10	4,327,877.17	3,767,426.38	4,199,490.91
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	3,893,812.56	778,762.51	778,762.51	778,762.51	778,762.51	778,762.51	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
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
Lease Receivable	9380									
Deferred Outflows of Resources	9490	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SUBTOTAL		3,918,812.56	778,762.51	778,762.51	778,762.51	778,762.51	778,762.51	0.00	0.00	0.00
Liabilities and Deferred Inflows										
Accounts Payable	9500-9599	(3,606,368.88)	3,606,368.88	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
Deferred Inflows of Resources	9690	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SUBTOTAL		(3,606,368.88)	3,606,368.88	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Nonoperating										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		7,525,181.44	(2,827,606.37)	778,762.51	778,762.51	778,762.51	778,762.51	0.00	0.00	0.00
E. NET INCREASE/DECREASE (B - C + D)			(4,087,436.14)	(2,161,470.72)	(2,714,423.58)	(1,801,781.33)	(1,361,577.33)	13,442,904.16	(1,128,846.93)	(6,120,587.16)
F. ENDING CASH (A + E)			(289,957.64)	(2,451,428.36)	(5,165,851.94)	(6,967,633.26)	(8,329,210.60)	5,113,693.56	3,984,846.62	(2,135,740.53)
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF:	JUNE								
A. BEGINNING CASH		(2,135,740.53)	(4,396,003.69)	(216,484.87)	(1,606,441.97)				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	226,439.89	91,923.39	91,923.39	226,439.89	0.00	0.00	1,559,437.00	1,559,437.00
Property Taxes	8020-8079	1,069,462.45	7,808,704.28	1,069,462.45	5,818,185.70	0.00	0.00	33,373,742.00	33,373,742.00
Miscellaneous Funds	8080-8099	20,541.75	0.00	1,027,496.45	0.00	342,498.82	0.00	2,275,943.00	2,275,943.00
Federal Revenue	8100-8299	4,553.37	5,543.00	13,714.00	0.00	1,405,364.71	0.00	1,649,242.00	1,649,242.00
Other State Revenue	8300-8599	339,106.62	115,542.30	105,497.00	207,063.00	2,522,460.53	0.00	4,618,679.00	4,618,679.00
Other Local Revenue	8600-8799	107,379.97	39,158.23	0.00	0.00	1,421,846.60	0.00	2,725,061.00	2,725,061.00
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		1,767,484.05	8,060,871.20	2,308,093.29	6,251,688.59	5,692,170.66	0.00	46,202,104.00	46,202,104.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	1,543,225.42	1,597,483.66	1,471,871.93	1,471,871.93	0.00	0.00	17,017,958.00	17,017,958.00
Classified Salaries	2000-2999	725,608.25	722,055.31	701,331.08	701,331.08	0.00	0.00	8,036,175.00	8,036,175.00
Employee Benefits	3000-3999	935,731.78	936,437.90	886,042.68	886,042.68	1,519,252.00	0.00	12,089,979.00	12,089,979.00
Books and Supplies	4000-4999	428,617.55	52,766.23	128,548.12	128,548.12	664,825.62	0.00	2,808,803.00	2,808,803.00
Services	5000-5999	346,250.22	572,609.29	510,256.58	510,256.58	867,845.63	0.00	6,616,951.00	6,616,951.00
Capital Outlay	6000-6599	0.00	0.00	0.00	0.00	82,474.90	0.00	86,495.00	86,495.00
Other Outgo	7000-7499	48,313.99	0.00	0.00	0.00	129,113.56	0.00	254,810.00	254,810.00
Interfund Transfers Out	7600-7629	0.00	0.00	0.00	0.00	200,000.00	0.00	200,000.00	200,000.00
All Other Financing Uses	7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
TOTAL DISBURSEMENTS		4,027,747.20	3,881,352.38	3,698,050.39	3,698,050.39	3,463,511.70	0.00	47,111,171.00	47,111,171.00
D. BALANCE SHEET ITEMS									
Assets and Deferred Outflows									
Cash Not In Treasury	9111-9199	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Accounts Receivable	9200-9299	0.00	0.00	0.00	0.00	(5,692,170.66)	0.00	(1,798,358.10)	
Due From Other Funds	9310	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	
Prepaid Expenditures	9330	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	
Lease Receivable	9380							0.00	0.00
Deferred Outflows of Resources	9490	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	(5,692,170.66)	0.00	(1,798,358.10)	
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599	0.00	0.00	0.00	0.00	(3,463,511.70)	0.00	142,857.18	
Due To Other Funds	9610	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	
Unearned Revenues	9650	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	
SUBTOTAL		0.00	0.00	0.00	0.00	(3,463,511.70)	0.00	142,857.18	
Nonoperating									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	(2,228,658.96)	0.00	(1,941,215.28)	
E. NET INCREASE/DECREASE (B - C + D)		(2,260,263.15)	4,179,518.81	(1,389,957.10)	2,553,638.20	0.00	0.00	(2,850,282.28)	(909,067.00)
F. ENDING CASH (A + E)		(4,396,003.69)	(216,484.87)	(1,606,441.97)	947,196.22				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								947,196.22	

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF:	JUNE									
A. BEGINNING CASH			947,196.22	(2,703,923.43)	(4,495,269.36)	(6,845,293.04)	(8,287,969.07)	(9,176,259.68)	3,661,498.14	2,534,876.37
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		51,068.55	51,068.55	219,369.89	91,923.39	91,923.39	219,369.89	91,923.39	91,923.39
Property Taxes	8020-8079		0.00	0.00	0.00	1,069,462.45	1,069,462.45	14,931,146.05	2,138,924.90	(2,287,331.22)
Miscellaneous Funds	8080-8099		0.00	0.00	0.00	13,037.26	0.00	872,368.72	0.00	0.00
Federal Revenue	8100-8299		0.00	0.00	0.00	8,818.98	120,381.45	30,328.00	29,785.64	30,752.85
Other State Revenue	8300-8599		58,525.00	129,094.40	120,916.75	105,344.00	401,716.00	214,528.50	130,514.02	118,577.00
Other Local Revenue	8600-8799		0.00	0.00	34,384.36	29,511.86	9,856.96	809,707.67	247,431.50	25,783.85
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			109,593.55	180,162.95	374,671.00	1,318,097.94	1,693,340.25	17,077,448.83	2,638,579.45	(2,020,294.13)
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		211,386.54	1,465,330.88	1,538,082.79	1,551,056.50	1,615,956.67	1,552,739.03	1,557,232.13	1,549,013.54
Classified Salaries	2000-2999		346,145.59	433,928.53	914,532.55	731,316.57	730,549.91	720,848.68	704,716.32	708,972.08
Employee Benefits	3000-3999		256,744.62	827,374.09	1,008,803.31	1,013,784.69	956,878.98	950,976.91	940,325.72	1,104,634.52
Books and Supplies	4000-4999		39,756.20	99,732.96	140,552.47	115,663.05	184,843.08	229,972.57	83,257.54	133,066.09
Services	5000-5999		581,602.68	283,576.55	261,157.69	478,598.96	231,389.79	745,961.41	475,649.40	628,844.68
Capital Outlay	6000-6599		0.00	0.00	0.00	0.00	0.00	0.00	4,020.10	0.00
Other Outgo	7000-7499		0.00	0.00	0.00	8,788.33	446.56	39,192.40	0.00	28,955.16
Interfund Transfers Out	7600-7629		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
All Other Financing Uses	7630-7699		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL DISBURSEMENTS			1,435,635.64	3,109,943.01	3,863,128.80	3,899,208.11	3,720,064.99	4,239,691.00	3,765,201.22	4,153,486.08
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	5,692,170.66	1,138,434.13	1,138,434.13	1,138,434.13	1,138,434.13	1,138,434.13	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
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
Lease Receivable	9380									
Deferred Outflows of Resources	9490	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SUBTOTAL		5,717,170.66	1,138,434.13	1,138,434.13	1,138,434.13	1,138,434.13	1,138,434.13	0.00	0.00	0.00
Liabilities and Deferred Inflows										
Accounts Payable	9500-9599	(3,463,511.70)	3,463,511.70	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
Deferred Inflows of Resources	9690	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SUBTOTAL		(3,463,511.70)	3,463,511.70	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Nonoperating										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		9,180,682.36	(2,325,077.57)	1,138,434.13	1,138,434.13	1,138,434.13	1,138,434.13	0.00	0.00	0.00
E. NET INCREASE/DECREASE (B - C + D)			(3,651,119.65)	(1,791,345.93)	(2,350,023.67)	(1,442,676.03)	(888,290.61)	12,837,757.83	(1,126,621.77)	(6,173,780.21)
F. ENDING CASH (A + E)			(2,703,923.43)	(4,495,269.36)	(6,845,293.04)	(8,287,969.07)	(9,176,259.68)	3,661,498.14	2,534,876.37	(3,638,903.83)
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF:	JUNE								
A. BEGINNING CASH		(3,638,903.83)	(5,898,133.88)	(2,064,363.45)	(3,445,942.83)				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	219,369.89	91,923.39	91,923.39	219,369.89	0.00	0.00	1,531,157.00	1,531,157.00
Property Taxes	8020-8079	1,069,462.45	7,465,573.03	1,069,462.45	5,475,054.45	0.00	0.00	32,001,217.00	32,001,217.00
Miscellaneous Funds	8080-8099	20,541.75	0.00	1,027,496.45	0.00	342,498.82	0.00	2,275,943.00	2,275,943.00
Federal Revenue	8100-8299	4,553.37	5,543.00	13,714.00	0.00	920,031.71	0.00	1,163,909.00	1,163,909.00
Other State Revenue	8300-8599	339,106.62	115,542.30	105,497.00	207,063.00	2,102,594.41	0.00	4,149,019.00	4,149,019.00
Other Local Revenue	8600-8799	107,379.97	39,158.23	0.00	0.00	1,339,010.60	0.00	2,642,225.00	2,642,225.00
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		1,760,414.05	7,717,739.95	2,308,093.29	5,901,487.34	4,704,135.54	0.00	43,763,470.00	43,763,470.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	1,555,146.92	1,609,510.69	1,487,031.15	1,487,031.15	0.00	0.00	17,179,518.00	17,179,518.00
Classified Salaries	2000-2999	739,250.90	736,565.72	714,761.57	714,761.57	0.00	0.00	8,196,350.00	8,196,350.00
Employee Benefits	3000-3999	954,731.41	955,171.41	905,323.17	905,323.17	1,519,252.00	0.00	12,299,324.00	12,299,324.00
Books and Supplies	4000-4999	383,056.89	36,065.08	86,099.92	86,099.92	460,751.25	0.00	2,078,917.00	2,078,917.00
Services	5000-5999	339,143.99	546,656.62	496,456.87	496,456.87	824,535.48	0.00	6,390,031.00	6,390,031.00
Capital Outlay	6000-6599	0.00	0.00	0.00	0.00	82,474.90	0.00	86,495.00	86,495.00
Other Outgo	7000-7499	48,313.99	0.00	0.00	0.00	129,113.56	0.00	254,810.00	254,810.00
Interfund Transfers Out	7600-7629	0.00	0.00	0.00	0.00	200,000.00	0.00	200,000.00	200,000.00
All Other Financing Uses	7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
TOTAL DISBURSEMENTS		4,019,644.09	3,883,969.52	3,689,672.68	3,689,672.68	3,216,127.18	0.00	46,685,445.00	46,685,445.00
D. BALANCE SHEET ITEMS									
Assets and Deferred Outflows									
Cash Not In Treasury	9111-9199	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Accounts Receivable	9200-9299	0.00	0.00	0.00	0.00	(4,704,135.54)	0.00	988,035.12	
Due From Other Funds	9310	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	
Prepaid Expenditures	9330	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	
Lease Receivable	9380							0.00	
Deferred Outflows of Resources	9490	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	(4,704,135.54)	0.00	988,035.12	
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599	0.00	0.00	0.00	0.00	(3,216,127.18)	0.00	247,384.52	
Due To Other Funds	9610	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	
Unearned Revenues	9650	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	
SUBTOTAL		0.00	0.00	0.00	0.00	(3,216,127.18)	0.00	247,384.52	
Nonoperating									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	(1,488,008.36)	0.00	740,650.60	
E. NET INCREASE/DECREASE (B - C + D)		(2,259,230.04)	3,833,770.43	(1,381,579.39)	2,211,814.66	0.00	0.00	(2,181,324.40)	(2,921,975.00)
F. ENDING CASH (A + E)		(5,898,133.88)	(2,064,363.45)	(3,445,942.83)	(1,234,128.18)				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								(1,234,128.18)	

ANNUAL BUDGET REPORT:

July 1, 2023 Budget Adoption

Select 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: Cabrillo Unified District Office

Date: June 5, 2023

Public Hearing:

Place: Cabrillo Unified District Office

Date: June 8, 2023

Time: 6:00pm

Adoption Date: June 22, 2023

Signed:

Clerk/Secretary of the Governing Board

(Original signature required)

Contact person for additional information on the budget reports:

Name: J Jesus Contreras

Title: Chief Business Officer

Telephone: 650-376-4429

E-mail: contrerasj@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 (2022-23) 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, employee health and welfare, or property and liability)?	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)	n/a	
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
		• Adoption date of the LCAP or an update to the LCAP:	06/22/2023	
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: June 22, 2023

Clerk/Secretary of the Governing Board

(Original signature required)

For additional information on this certification, please contact:

Name: J Jesus Contreras

Title: Chief Business Officer

Telephone: 650-376-4429

E-mail: contrerasj@cabrillo.k12.ca.us

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 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	34,933,179.00	-4.01%	33,532,374.00	1.89%	34,164,960.00
2. Federal Revenues	8100-8299	19,235.00	0.00%	19,235.00	0.00%	19,235.00
3. Other State Revenues	8300-8599	550,686.00	-3.24%	532,836.00	-3.29%	515,326.00
4. Other Local Revenues	8600-8799	282,536.00	0.00%	282,536.00	0.00%	282,536.00
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	(7,847,534.00)	4.90%	(8,232,228.00)	3.10%	(8,487,320.00)
6. Total (Sum lines A1 thru A5c)		27,938,102.00	-6.45%	26,134,753.00	1.38%	26,494,737.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				13,023,289.00		13,283,755.00
b. Step & Column Adjustment				260,466.00		265,675.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	13,023,289.00	2.00%	13,283,755.00	2.00%	13,549,430.00
2. Classified Salaries						
a. Base Salaries				3,762,460.00		3,837,709.00
b. Step & Column Adjustment				75,249.00		76,754.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	3,762,460.00	2.00%	3,837,709.00	2.00%	3,914,463.00
3. Employee Benefits	3000-3999	6,957,540.00	2.27%	7,115,219.00	2.09%	7,263,857.00
4. Books and Supplies	4000-4999	991,163.00	0.71%	998,198.00	0.69%	1,005,099.00
5. Services and Other Operating Expenditures	5000-5999	3,318,913.00	11.65%	3,705,555.00	9.80%	4,068,522.00
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	99,289.00	0.00%	99,289.00	0.00%	99,289.00
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	200,000.00	0.00%	200,000.00	0.00%	200,000.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		28,330,959.00	3.13%	29,218,030.00	2.95%	30,078,965.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(392,857.00)		(3,083,277.00)		(3,584,228.00)

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		711,283.65		318,426.65		(2,764,850.35)
2. Ending Fund Balance (Sum lines C and D1)		318,426.65		(2,764,850.35)		(6,349,078.35)
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	273,426.65		0.00		0.00
2. Unassigned/Unappropriated	9790	0.00		(2,809,850.35)		(6,394,078.35)
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		318,426.65		(2,764,850.35)		(6,349,078.35)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	273,426.65		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		(2,809,850.35)		(6,394,078.35)
(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	74,847.61		74,847.61		84,847.61
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)		348,274.26		(2,735,002.74)		(6,309,230.74)

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	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 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	2,275,943.00	0.00%	2,275,943.00	0.00%	2,275,943.00
2. Federal Revenues	8100-8299	1,630,007.00	-29.77%	1,144,674.00	0.00%	1,144,674.00
3. Other State Revenues	8300-8599	4,067,993.00	-11.11%	3,616,183.00	-0.19%	3,609,282.00
4. Other Local Revenues	8600-8799	2,442,525.00	-3.39%	2,359,689.00	0.00%	2,359,689.00
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	7,847,534.00	4.90%	8,232,228.00	3.10%	8,487,320.00
6. Total (Sum lines A1 thru A5c)		18,264,002.00	-3.48%	17,628,717.00	1.41%	17,876,908.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				3,994,669.00		3,895,763.00
b. Step & Column Adjustment				79,893.00		77,915.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(178,799.00)		(27,244.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	3,994,669.00	-2.48%	3,895,763.00	1.30%	3,946,434.00
2. Classified Salaries						
a. Base Salaries				4,273,715.00		4,358,641.00
b. Step & Column Adjustment				85,474.00		87,173.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(548.00)		
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	4,273,715.00	1.99%	4,358,641.00	2.00%	4,445,814.00
3. Employee Benefits	3000-3999	5,132,439.00	1.01%	5,184,105.00	1.62%	5,267,927.00
4. Books and Supplies	4000-4999	1,817,640.00	-40.54%	1,080,719.00	-0.64%	1,073,818.00
5. Services and Other Operating Expenditures	5000-5999	3,298,038.00	-18.60%	2,684,476.00	-13.52%	2,321,509.00
6. Capital Outlay	6000-6999	86,495.00	0.00%	86,495.00	0.00%	86,495.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	164,933.00	0.00%	164,933.00	0.00%	164,933.00
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)		18,780,212.00	-6.99%	17,467,415.00	-0.85%	17,319,213.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(516,210.00)		161,302.00		557,695.00

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		3,398,638.53		2,882,428.53		3,043,730.53
2. Ending Fund Balance (Sum lines C and D1)		2,882,428.53		3,043,730.53		3,601,425.53
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	2,882,429.07		3,043,730.53		3,601,425.53
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	(.54)		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		2,882,428.53		3,043,730.53		3,601,425.53
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
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.

Reduction of misc. payroll as one time restricted funds are exhausted

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 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	37,209,122.00	-3.76%	35,808,317.00	1.77%	36,440,903.00
2. Federal Revenues	8100-8299	1,649,242.00	-29.43%	1,163,909.00	0.00%	1,163,909.00
3. Other State Revenues	8300-8599	4,618,679.00	-10.17%	4,149,019.00	-0.59%	4,124,608.00
4. Other Local Revenues	8600-8799	2,725,061.00	-3.04%	2,642,225.00	0.00%	2,642,225.00
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)		46,202,104.00	-5.28%	43,763,470.00	1.39%	44,371,645.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				17,017,958.00		17,179,518.00
b. Step & Column Adjustment				340,359.00		343,590.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(178,799.00)		(27,244.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	17,017,958.00	0.95%	17,179,518.00	1.84%	17,495,864.00
2. Classified Salaries						
a. Base Salaries				8,036,175.00		8,196,350.00
b. Step & Column Adjustment				160,723.00		163,927.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(548.00)		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	8,036,175.00	1.99%	8,196,350.00	2.00%	8,360,277.00
3. Employee Benefits	3000-3999	12,089,979.00	1.73%	12,299,324.00	1.89%	12,531,784.00
4. Books and Supplies	4000-4999	2,808,803.00	-25.99%	2,078,917.00	0.00%	2,078,917.00
5. Services and Other Operating Expenditures	5000-5999	6,616,951.00	-3.43%	6,390,031.00	0.00%	6,390,031.00
6. Capital Outlay	6000-6999	86,495.00	0.00%	86,495.00	0.00%	86,495.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	264,222.00	0.00%	264,222.00	0.00%	264,222.00
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	200,000.00	0.00%	200,000.00	0.00%	200,000.00
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)		47,111,171.00	-0.90%	46,685,445.00	1.53%	47,398,178.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(909,067.00)		(2,921,975.00)		(3,026,533.00)

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		4,109,922.18		3,200,855.18		278,880.18
2. Ending Fund Balance (Sum lines C and D1)		3,200,855.18		278,880.18		(2,747,652.82)
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	45,000.00		45,000.00		45,000.00
b. Restricted	9740	2,882,429.07		3,043,730.53		3,601,425.53
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	273,426.65		0.00		0.00
2. Unassigned/Unappropriated	9790	(.54)		(2,809,850.35)		(6,394,078.35)
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		3,200,855.18		278,880.18		(2,747,652.82)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	273,426.65		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		(2,809,850.35)		(6,394,078.35)
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z	(.54)		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	74,847.61		74,847.61		84,847.61
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		348,273.72		(2,735,002.74)		(6,309,230.74)
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		0.74%		-5.86%		-13.31%
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):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	Yes					

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
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)		2,526.55		2,526.55		2,526.55
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		47,111,171.00		46,685,445.00		47,398,178.00
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)		47,111,171.00		46,685,445.00		47,398,178.00
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)		1,413,335.13		1,400,563.35		1,421,945.34
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)		1,413,335.13		1,400,563.35		1,421,945.34
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		NO		NO		NO

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
01 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	(9,412.00)				
Other Sources/Uses Detail					0.00	200,000.00		
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					200,000.00	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
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		

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
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						
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								

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
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				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
95 STUDENT BODY FUND								
Expenditure Detail								

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								
Fund Reconciliation							0.00	0.00
TOTALS	0.00	0.00	9,412.00	(9,412.00)	200,000.00	200,000.00	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	200,000.00		
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					200,000.00	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								
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								

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
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								
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								

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
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								
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								
Fund Reconciliation								
TOTALS	0.00	0.00	9,412.00	(9,412.00)	200,000.00	200,000.00		

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):	2,526.55
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 (2020-21)				
District Regular	2,961	2,961		
Charter School				
Total ADA	**2,961**	**2,961**	**N/A**	**Met**
Second Prior Year (2021-22)				
District Regular	2,961	2,950		
Charter School				
Total ADA	**2,961**	**2,950**	**0.4%**	**Met**
First Prior Year (2022-23)				
District Regular	2,831	2,831		
Charter School		0		
Total ADA	**2,831**	**2,831**	**N/A**	**Met**
Budget Year (2023-24)				
District Regular	2,687			
Charter School	0			
Total ADA	**2,687**			

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): 2,526.6

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 (2020-21)				
District Regular	2,950	2,934		
Charter School				
Total Enrollment	**2,950**	**2,934**	**0.5%**	**Met**
Second Prior Year (2021-22)				
District Regular	2,854	2,803		
Charter School				
Total Enrollment	**2,854**	**2,803**	**1.8%**	**Not Met**
First Prior Year (2022-23)				
District Regular	2,691	2,762		
Charter School				
Total Enrollment	**2,691**	**2,762**	**N/A**	**Met**
Budget Year (2023-24)				
District Regular	2,732			
Charter School				
Total Enrollment	**2,732**			

2B. Comparison of District Enrollment to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

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 (2020-21)			
District Regular	2,961	2,934	
Charter School		0	
Total ADA/Enrollment	**2,961**	**2,934**	**100.9%**
Second Prior Year (2021-22)			
District Regular	2,592	2,803	
Charter School	0		
Total ADA/Enrollment	**2,592**	**2,803**	**92.5%**
First Prior Year (2022-23)			
District Regular	2,519	2,762	
Charter School			
Total ADA/Enrollment	**2,519**	**2,762**	**91.2%**
		Historical Average Ratio:	94.9%
		District's ADA to Enrollment Standard (historical average ratio plus 0.5%):	**95.4%**

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 (2023-24)				
District Regular	2,527	2,732		
Charter School	0			
Total ADA/Enrollment	**2,527**	**2,732**	**92.5%**	**Met**
1st Subsequent Year (2024-25)				
District Regular	2,481	2,683		
Charter School				
Total ADA/Enrollment	**2,481**	**2,683**	**92.5%**	**Met**
2nd Subsequent Year (2025-26)				
District Regular	2,441	2,640		
Charter School				
Total ADA/Enrollment	**2,441**	**2,640**	**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 (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Step 1 - Change in Population					
a.	ADA (Funded) (Form A, lines A6 and C4)	2,834.40	2,690.33	2,548.93	2,511.74
b.	Prior Year ADA (Funded)		2,834.40	2,690.33	2,548.93
c.	Difference (Step 1a minus Step 1b)		(144.07)	(141.40)	(37.19)
d.	Percent Change Due to Population (Step 1c divided by Step 1b)		(5.08%)	(5.26%)	(1.46%)
Step 2 - Change in Funding Level					
a.	Prior Year LCFF Funding		32,066,327.00	32,953,994.00	32,449,968.00
b1.	COLA percentage		8.22%	3.94%	3.29%
b2.	COLA amount (proxy for purposes of this criterion)		2,635,852.08	1,298,387.36	1,067,603.95
c.	Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		8.22%	3.94%	3.29%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c)			3.14%	(1.32%)	1.83%
	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 (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	0.00	33,373,742.00	32,001,217.00	32,641,241.00
Percent Change from Previous Year		**0.00%**	**(4.11%)**	**2.00%**
Basic Aid Standard (percent change from previous year, plus/minus 1%):		**-1.00% to 1.00%**	**-5.11% to -3.11%**	**1.00% to 3.00%**

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 (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
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 (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	32,066,327.00	34,933,179.00	33,532,374.00	34,164,960.00
District's Projected Change in LCFF Revenue:		8.94%	(4.01%)	1.89%
Basic Aid Standard		**-1.00% to 1.00%**	**-5.11% to -3.11%**	**1.00% to 3.00%**
Status:		Not 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 NOT MET - Projected change in LCFF revenue is outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard(s) and a description of the methods and assumptions used in projecting LCFF revenue.

Explanation:
(required if NOT met)

District flips from Basic Aid in FY 21/22 to LCFF in FY 22/23 and back to basic aid in FY 23/24. FY 23/24 projected to receive approx $2M in supplemental taxes due to FY 22/23 being LCFF

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 (2020-21)	20,471,323.06	23,147,193.36	88.4%
Second Prior Year (2021-22)	23,885,949.72	27,311,626.41	87.5%
First Prior Year (2022-23)	22,870,704.00	27,224,635.00	84.0%
		Historical Average Ratio:	86.6%

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
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):	**83.6% to 89.6%**	**83.6% to 89.6%**	**83.6% to 89.6%**

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 MYP, Lines B1-B3)	Total Expenditures (Form MYP, Lines B1-B8, B10)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
Budget Year (2023-24)	23,743,289.00	28,130,959.00	84.4%	Met
1st Subsequent Year (2024-25)	24,236,683.00	29,018,030.00	83.5%	Not Met
2nd Subsequent Year (2025-26)	24,727,750.00	29,878,965.00	82.8%	Not 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 NOT MET - Projected ratio(s) of unrestricted salary and benefit costs to total unrestricted expenditures are outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard, a description of the methods and assumptions used in projecting salaries and benefits, and what changes, if any, will be made to bring the projected salary and benefit costs within the standard.

Explanation:
(required if NOT met)

Reductions in force and shifting of payroll to restricted

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 (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	3.14%	(1.32%)	1.83%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	**-6.86% to 13.14%**	**-11.32% to 8.68%**	**-8.17% to 11.83%**
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-1.86% to 8.14%	-6.32% to 3.68%	-3.17% to 6.83%

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 (2022-23)	1,530,741.00		
Budget Year (2023-24)	1,649,242.00	7.74%	No
1st Subsequent Year (2024-25)	1,163,909.00	(29.43%)	Yes
2nd Subsequent Year (2025-26)	1,163,909.00	0.00%	No

Explanation: (required if Yes) Removal of one time funds and carryovers

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)			
First Prior Year (2022-23)	7,470,055.00		
Budget Year (2023-24)	4,618,679.00	(38.17%)	Yes
1st Subsequent Year (2024-25)	4,149,019.00	(10.17%)	Yes
2nd Subsequent Year (2025-26)	4,124,608.00	(.59%)	No

Explanation: (required if Yes) Removal of one time funds and carryovers

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)			
First Prior Year (2022-23)	3,532,852.00		
Budget Year (2023-24)	2,725,061.00	(22.87%)	Yes
1st Subsequent Year (2024-25)	2,642,225.00	(3.04%)	No
2nd Subsequent Year (2025-26)	2,642,225.00	0.00%	No

Explanation: (required if Yes) Removal of one time funds and carryovers

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)

First Prior Year (2022-23)	2,442,437.00		
Budget Year (2023-24)	2,808,803.00	15.00%	Yes
1st Subsequent Year (2024-25)	2,078,917.00	(25.99%)	Yes
2nd Subsequent Year (2025-26)	2,078,917.00	0.00%	No

Explanation: (required if Yes)
Fy 23/24 includes budgeting of projected carryovers which are then removed in FY 24/25

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYP, Line B5)

First Prior Year (2022-23)	7,152,014.00		
Budget Year (2023-24)	6,616,951.00	(7.48%)	Yes
1st Subsequent Year (2024-25)	6,390,031.00	(3.43%)	No
2nd Subsequent Year (2025-26)	6,390,031.00	0.00%	No

Explanation: (required if Yes)
Removal of one time funds and carryovers

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 (2022-23)	12,533,648.00		
Budget Year (2023-24)	8,992,982.00	(28.25%)	Not Met
1st Subsequent Year (2024-25)	7,955,153.00	(11.54%)	Not Met
2nd Subsequent Year (2025-26)	7,930,742.00	(.31%)	Met
Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)			
First Prior Year (2022-23)	9,594,451.00		
Budget Year (2023-24)	9,425,754.00	(1.76%)	Met
1st Subsequent Year (2024-25)	8,468,948.00	(10.15%)	Met
2nd Subsequent Year (2025-26)	8,468,948.00	0.00%	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 funds and carryovers

Explanation: Other State Revenue (linked from 6B if NOT met)
Removal of one time funds and carryovers

Explanation: Other Local Revenue (linked from 6B if NOT met)
Removal of one time funds and carryovers

1b. STANDARD MET - Projected total operating expenditures have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
Books and Supplies
(linked from 6B
if NOT met)

Explanation:
Services and Other Exps
(linked from 6B
if NOT met)

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 exlude the following resource codes from the total general fund expenditures calculation: 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 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?

   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

		3% Required Minimum Contribution (Line 2c times 3%)	Budgeted Contribution[1] to the Ongoing and Major Maintenance Account	Status
a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999, exclude resources 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690)	45,238,892.00			
b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)				
c. Net Budgeted Expenditures and Other Financing Uses	45,238,892.00	1,357,166.76	2,431,409.00	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 (2020-21)	Second Prior Year (2021-22)	First Prior Year (2022-23)
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)	0.00	1,463,032.61	740,094.26
	c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	6,691,362.30	1,836,652.00	0.00
	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	(.54)
	e. Available Reserves (Lines 1a through 1d)	6,691,362.30	3,299,684.61	740,093.72
2.	Expenditures and Other Financing Uses			
	a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	40,749,212.81	46,264,052.90	47,647,095.00
	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)	40,749,212.81	46,264,052.90	47,647,095.00
3.	District's Available Reserve Percentage (Line 1e divided by Line 2c)	16.4%	7.1%	1.6%
	District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	**5.5%**	**2.4%**	**.5%**

[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 (2020-21)	1,347,233.16	23,382,193.36	N/A	Met
Second Prior Year (2021-22)	(3,448,689.14)	27,641,626.41	12.5%	Not Met
First Prior Year (2022-23)	(2,421,030.00)	27,424,635.00	8.8%	Not Met
Budget Year (2023-24) (Information only)	(392,857.00)	28,330,959.00		

8C. Comparison of District Deficit Spending to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD NOT MET - Unrestricted deficit spending has exceeded the standard percentage levels for two or more of the previous three fiscal years. Provide reasons for the deficit spending, a description of the methods and assumptions used in balancing the unrestricted budgets, and what change, if any, will be made to ensure that the subsequent budgets are balanced within the standard.

Explanation: (required if NOT met)	District is working on a fiscal recovery plan to address the deficit spending and inability to meet the required reserves

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):	2,530
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	Estimated/Unaudited Actuals	Beginning Fund Balance Variance Level (If overestimated, else N/A)	Status
Third Prior Year (2020-21)	5,692,823.00	5,384,728.63	5.4%	Not Met
Second Prior Year (2021-22)	6,375,373.00	6,731,961.79	N/A	Met
First Prior Year (2022-23)	4,352,289.00	3,132,313.65	28.0%	Not Met
Budget Year (2023-24) (Information only)	711,283.65			

[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 NOT MET - Unrestricted general fund beginning balance was estimated above the standard for two or more of the previous three years. Provide reasons for the overestimate, a description of the methods and assumptions used in projecting the beginning unrestricted fund balance, and what changes, if any, will be made to improve the accuracy of projecting the unrestricted beginning fund balance.

Explanation: (required if NOT met)	FY 21/22 variance is due to mass influx of one time COVID relief and shifting of expenses to restricted

10. CRITERION: Reserves

STANDARD: Available reserves[1] for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts[2] as applied to total expenditures and other financing uses[3]:

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 $80,000 (greater of)	0 to 300
4% or $80,000 (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 (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.)	2,527	2,527	2,527
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 (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
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 (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
1.	Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	47,111,171.00	46,685,445.00	47,398,178.00
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)	47,111,171.00	46,685,445.00	47,398,178.00
4.	Reserve Standard Percentage Level	3%	3%	3%
5.	Reserve Standard - by Percent (Line B3 times Line B4)	1,413,335.13	1,400,563.35	1,421,945.34
6.	Reserve Standard - by Amount			

	($80,000 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)	**1,413,335.13**	**1,400,563.35**	**1,421,945.34**

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 (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
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)	273,426.65	0.00	0.00
3.	General Fund - Unassigned/Unappropriated Amount			
	(Fund 01, Object 9790) (Form MYP, Line E1c)	0.00	(2,809,850.35)	(6,394,078.35)
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)	(.54)	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)	74,847.61	74,847.61	84,847.61
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)	348,273.72	(2,735,002.74)	(6,309,230.74)
9.	District's Budgeted Reserve Percentage (Information only)			
	(Line 8 divided by Section 10B, Line 3)	.74%	(5.86%)	(13.31%)
	District's Reserve Standard			
	(Section 10B, Line 7):	**1,413,335.13**	**1,400,563.35**	**1,421,945.34**
	Status:	Not Met	Not Met	Not Met

10D. Comparison of District Reserve Amount to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD NOT MET - Projected available reserves are below the standard in one or more of the budget or two subsequent fiscal years. Provide reasons for reserves falling below the standard and what plans and actions are anticipated to be taken to increase reserves to, or above, the standard.

Explanation:
(required if NOT met)

District is working on a fiscal recovery plan to address the deficit spending and inability to meet the required reserves

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 (2022-23)	(7,932,009.00)			
Budget Year (2023-24)	(7,847,534.00)	(84,475.00)	(1.1%)	Met
1st Subsequent Year (2024-25)	(8,232,228.00)	384,694.00	4.9%	Met
2nd Subsequent Year (2025-26)	(8,487,320.00)	255,092.00	3.1%	Met
1b. **Transfers In, General Fund ***				
First Prior Year (2022-23)	0.00			
Budget Year (2023-24)	0.00	0.00	0.0%	Met
1st Subsequent Year (2024-25)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2025-26)	0.00	0.00	0.0%	Met
1c. **Transfers Out, General Fund ***				
First Prior Year (2022-23)	200,000.00			
Budget Year (2023-24)	200,000.00	0.00	0.0%	Met
1st Subsequent Year (2024-25)	200,000.00	0.00	0.0%	Met
2nd Subsequent Year (2025-26)	200,000.00	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, 2023
Leases				
Certificates of Participation				
General Obligation Bonds	27	FD 51	FD 51	114,375,000
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences		Various	Various	624,000
Other Long-term Commitments (do not include OPEB):				
TOTAL:				114,999,000

Type of Commitment (continued)	Prior Year (2022-23) Annual Payment (P & I)	Budget Year (2023-24) Annual Payment (P & I)	1st Subsequent Year (2024-25) Annual Payment (P & I)	2nd Subsequent Year (2025-26) Annual Payment (P & I)
Leases				
Certificates of Participation				
General Obligation Bonds	6,280,225	6,413,850	5,813,275	5,915,425
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
Total Annual Payments:	6,280,225	6,413,850	5,813,275	5,915,425
Has total annual payment increased over prior year (2022-23)?		**Yes**	**No**	**No**

S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

1a. Yes - Annual payments for long-term commitments have increased in one or more of the budget or two subsequent fiscal years. Explain how the increase in annual payments will be funded.

Explanation:
(required if Yes to increase in total annual payments)

GO Bonds are funded by tax payers in FD 51. No impact to the district financials

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 (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
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 (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
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) (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Number of certificated (non-management) full - time - equivalent(FTE) positions	143	137.5	137.5	137.5

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 is also unsettled

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 (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
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 (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
7.	Amount included for any tentative salary schedule increases	0	0	0

Certificated (Non-management) Health and Welfare (H&W) Benefits		Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
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: Budget Year (2023-24) 0; 1st Subsequent Year (2024-25) 0; 2nd Subsequent Year (2025-26) 0

If Yes, explain the nature of the new costs:

Certificated (Non-management) Step and Column Adjustments		Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
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 (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
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) (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
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 is also unsettled

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 (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
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 (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
7.	Amount included for any tentative salary schedule increases	0	0	0

Classified (Non-management) Health and Welfare (H&W) Benefits		Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
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	0	0	0
	If Yes, explain the nature of the new costs:			

Classified (Non-management) Step and Column Adjustments		Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
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%

Classified (Non-management) Attrition (layoffs and retirements)		Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
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) (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
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 (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
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 (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
4. Amount included for any tentative salary schedule increases			

Management/Supervisor/Confidential **Health and Welfare (H&W) Benefits**	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
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 **Step and Column Adjustments**	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
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 **Other Benefits (mileage, bonuses, etc.)**	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
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 22, 2023

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)	Yes
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)	District self-certified at 2nd Interim as Qualified and 3rd Interim as Negative

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
Carmen Daniel
Kimberly Hines
Sophia Layne

MEMORANDUM

MEETING DATE: June 8, 2023
TO: Members of the Governing Board
FROM: J Jesús Contreras, Ed.D., Chief Business Officer
CATEGORY: Action/Resolution
ITEM TITLE: Adoption of Resolutions No. 11-2023 and 12-2023 for Temporary Interfund Borrowing for Fiscal Year 2022-2023

BACKGROUND INFORMATION

Every year, the Governing Board may direct the monies held in any fund or account to be temporarily transferred to another fund or account of the district for payment of obligations as authorized by Education Code Section 42603. The transfer shall be accounted for as temporary borrowing between funds or accounts and shall not be available for appropriation or be considered income to the borrowing fund or account. The amounts transferred shall be repaid either in the same fiscal year or the following fiscal year if the transfer occurs within the final 120 calendar days of a fiscal year.

REPORT/PROPOSAL

In accordance with the provisions of Education Code section 42603, staff recommends approval of Resolutions No. 11-2023 and Resolution No. 12-2023 for the fiscal year 2022-2023 to temporarily transfer funds between any allowable funds provided that all transfers are approved by the Superintendent or his designee.

FINANCIAL IMPACT

There is no financial impact to the General Fund.

RECOMMENDATION

Approve as submitted.

RESOLUTION NO. 11-2023
BEFORE THE GOVERNING BOARD
OF THE CABRILLO UNIFIED SCHOOL DISTRICT
SAN MATEO COUNTY, CALIFORNIA

FOR TEMPORARY INTERFUND TRANSFER (LOAN) AT YEAR END

CABRILLO UNIFIED SCHOOL DISTRICT **FISCAL YEAR: 2023-24**

01: GENERAL FUND **TO** 13: CAFETERIA FUND

WHEREAS, the San Mateo County Controller requires all funds end the year with a positive cash balance; and

WHEREAS, the Board of Education has determined that the FUND 13: CAFETERIA will require $ 200,000 to end the year with a positive cash balance; and

WHEREAS, Education Code Section 42603 provides that the governing board of any school district may direct that moneys held in any fund or account may be temporarily transferred to another fund or account of the district for payment of obligations; and

WHEREAS, Education Code Section 42603 requires that such a transfer shall be accounted for as temporary borrowing between funds or accounts and shall not be available for appropriation or be considered income to the borrowing fund or account, that such a transfer shall occur only when the fund or account receiving the money will earn sufficient income during the current fiscal year to repay the amount transferred, that no more than 75% of the maximum of moneys held in any fund or account during a current fiscal year may be transferred pursuant to the provisions of this section during that fiscal year, and that the amount transferred shall be repaid either in the same fiscal year or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year;

NOW, THEREFORE, BE IT RESOLVED that the Governing Board, pursuant to Education Code 42603, does hereby authorize the San Mateo County Superintendent of Schools and the Controller of San Mateo County to transfer funds in the amount of $ 200,000 from the 01: GENERAL Fund to the 13: CAFETERIA Fund; and

BE IT FURTHER RESOLVED that two copies of this resolution be forwarded to the San Mateo County Superintendent of Schools for approval.

PASSED AND ADOPTED by the Governing Board of the Cabrillo Unified School District on the 8th day of June 2023, by the following vote:

Mary Beth Alexander:	_____ Aye	_____ No	_____ Abstain	_____ Absent
Lizet Cortes:	_____ Aye	_____ No	_____ Abstain	_____ Absent
Carmen Daniel:	_____ Aye	_____ No	_____ Abstain	_____ Absent
Kimberly Hines:	_____ Aye	_____ No	_____ Abstain	_____ Absent
Sophia Layne:	_____ Aye	_____ No	_____ Abstain	_____ Absent

Certified by:

_____
Carmen Daniel
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) Date Approved/Filed

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.

Certified by:

_____
Carmen Daniel
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) Date Approved/Filed

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.

RESOLUTION NO. 12-2023
BEFORE THE GOVERNING BOARD
OF THE CABRILLO UNIFIED SCHOOL DISTRICT
SAN MATEO COUNTY, CALIFORNIA

FOR TEMPORARY INTERFUND TRANSFER (LOAN) AT YEAR END

CABRILLO UNIFIED SCHOOL DISTRICT **FISCAL YEAR: 2023-24**

40: CAPITAL PROJECTS FUND **TO** 01: GENERAL FUND

WHEREAS, the San Mateo County Controller requires all funds end the year with a positive cash balance; and

WHEREAS, the Board of Education has determined that the FUND 01: GENERAL FUND will require $ 4,000,000 to end the year with a positive cash balance; and

WHEREAS, Education Code Section 42603 provides that the governing board of any school district may direct that moneys held in any fund or account may be temporarily transferred to another fund or account of the district for payment of obligations; and

WHEREAS, Education Code Section 42603 requires that such a transfer shall be accounted for as temporary borrowing between funds or accounts and shall not be available for appropriation or be considered income to the borrowing fund or account, that such a transfer shall occur only when the fund or account receiving the money will earn sufficient income during the current fiscal year to repay the amount transferred, that no more than 75% of the maximum of moneys held in any fund or account during a current fiscal year may be transferred pursuant to the provisions of this section during that fiscal year, and that the amount transferred shall be repaid either in the same fiscal year or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year;

NOW, THEREFORE, BE IT RESOLVED that the Governing Board, pursuant to Education Code 42603, does hereby authorize the San Mateo County Superintendent of Schools and the Controller of San Mateo County to transfer funds in the amount of $ 4,000,000 from the 40: CAPITAL PROJECTS FUND to the 01: GENERAL FUND; and

BE IT FURTHER RESOLVED that two copies of this resolution be forwarded to the San Mateo County Superintendent of Schools for approval.

PASSED AND ADOPTED by the Governing Board of the Cabrillo Unified School District on the 8th day of June 2023 by the following vote:

Mary Beth Alexander:	_____ Aye	_____ No	_____ Abstain	_____ Absent
Lizet Cortes:	_____ Aye	_____ No	_____ Abstain	_____ Absent
Carmen Daniel:	_____ Aye	_____ No	_____ Abstain	_____ Absent
Kimberly Hines:	_____ Aye	_____ No	_____ Abstain	_____ Absent
Sophia Layne:	_____ Aye	_____ No	_____ Abstain	_____ Absent

Certified by:

_____
Carmen Daniel
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) Date Approved/Filed

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.