Regular Governing Board Meeting

CABRILLO UNIFIED SCHOOL DISTRICT

Thursday, June 13, 2024 • 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 regular 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 may submit written comments in advance of the meeting using the Google Public Comments form, which can be accessed at http://cusd.info/comments**.** Written comments are accepted from the time the agenda is posted until 3:00 p.m. 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.

- 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.
- Closed Session Items may be addressed under Public Comment on Closed Session Topics.

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

1. OPENING BUSINESS

a. Call Public Session to Order

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 Half Moon Bay High Future Farmers of America Field Trip to Grass Valley, CA, August 5-6, 2024

4.a Board Memo HMBHS FFA to Grass Valley, CA.pdf (p. 8)

b. Approval of Single Plans for Student Achievement (SPSA) 2024-25

4.b Board Memo Single Plans for Student Achievement_06.13.24.pdf (p. 9)

4.b.1 SPSA_Alvin_S._Hatch_Elementary_School_20240604.pdf (p. 11)

4.b.2 SPSA_El_Granada_Elementary_School_20240604.pdf (p. 70)

4.b.3 2024_SPSA_Farallone_View_Elementary_School_20240604.pdf (p. 131)

4.b.4 2024_SPSA_Kings_Mountain_Elementary_School_20240604.pdf (p. 200)

4.b.5 2024_SPSA_Manuel_F._Cunha_Intermediate_School_20240604.pdf (p. 259)

4.b.6 2024_SPSA_Half_Moon_Bay_High_School_20240604.pdf (p. 330)

4.b.7 2024_SPSA_Pilarcitos_High_School_20240604.pdf (p. 397)

c. Adoption of AP English Language Textbook for Half Moon Bay High School

4.c Board Memo AP English Language Textbook_06.13.24.pdf (p. 460)

4.c.1 Perfection Learning_QUO2114_AP Lang.pdf (p. 462)

d. Approval of 2024-25 Strengthening Career and Technical Education for the 21st Century Act (Perkins V), 131- Secondary Education, Grant Application

4.d Board Memo Perkins V Grant Application 2024-25_06.13.24.pdf (p. 463)

4.d.1 Perkins 24-25.pdf (p. 465)

e. Approval of Boys and Girls Club of the Coastside MOU for Summer School 2024 Services

4.e Board Memo BGCC MOU Summer School Services 2024_06.13.2024.pdf (p. 500)

4.e.1 BGCC CUSD Summer Enrichment 2024 MOU.pdf (p. 501)

f. Approval of Distribution/Disposal of Obsolete Textbooks at Half Moon Bay High School

4.f Board Memo Obsolete Materials 2024_06.13.24.pdf (p. 504)

g. Approval of PowerSchool and Schoology Training 2023-24

4.g PowerSchool and Schoology Training Board Memo_06.13.24.pdf (p. 505)

h. Approval of CUSD-SMCCD CCAP Renewal Agreement for 2024-27

4.h CUSD-SMCCD CCAP Renewal Agreement for 2024-27_06.13.2024.pdf (p. 507)

4.h.1 CUSD-SMCCCD_CCAP Agreement_2024-2027.pdf.pdf (p. 508)

i. Approval of Certificated Personnel Report

4.i Board Memo Certficated Personnel Report_06.13.2024.pdf (p. 527)

j. Approval of Classified Personnel Report

4.j Board Memo Classified Personnel Report_06.13.2024.pdf (p. 528)

k. Approval of Sunshine Reopeners

4.k Board Memo CUSD Sunshine Reopeners.pdf (p. 529)

l. Enrollment Report

4.l Board_Memo_Enrollment_Report_06.13.2024.pdf (p. 530)

4.l.1 Enrollment_Report_Period_10_2024.pdf (p. 531)

m. Approval of Donations to Cabrillo Unified School District

4.m Board_Memo_Donations_06.13.2024.pdf (p. 532)

4.m.1 Summary_Site_Donations_06.13.2024.pdf (p. 533)

n. Approval of Warrant Register Report Processed

4.n Board_Memo_Warrant_Register_06.13.2024.pdf (p. 534)

4.n.1 050124-053124 Warrant Register.pdf (p. 535)

o. Approval of Purchase of Chromebooks to Serve Students and Meet Williams Compliance

4.o Board_Memo_Purchase_Chromebooks_Williams_Compliance_06.13.2024.pdf (p. 559)

4.o.1 300 x Lenovo 100e Gen 3 Chromebooks_06.13.24.pdf (p. 560)

p. Approval of Medi-Cal Administrative Claiming Agreement with Contra Costa County Office of Education (CCOE)

4.p Board_Memo_MediCal_Administrative_Claiming_Agreement_06.13.2024.pdf (p. 562)

4.p.1 SMAA_Administrative_Claiming_Agreement_2024.pdf (p. 563)

q. Approve Purchase of Lawnmower to Maintain CUSD Campuses

4.q Board_Memo_Purchase_Lawnmower_06.13.2024.pdf (p. 576)

4.q.1 Quote_Toro_Master_Lawn_Mower_2024.pdf (p. 577)

r. Selection Process of General Contractor for Phase II Modernization at El Granada Elementary School

4.r Board_Memo_Selection_General_Contractor_El_Granada_Phase_II_06.13.2024.pdf (p. 578)

4.r.1 Rodan_Builders_Inc._LLB_RFQP_El Granada_ES_Modernization_Phase 2_Proposal.pdf (p. 579)

s. Approval of Agreement for Special Services with Atkinson, Adelson, Loya, Ruud & Romo

4.s Board Memo AALRR Contract 2024-25.pdf (p. 633)

4.s.1 2024-25_ALLRR_Legal Services Agreement.pdf (p. 634)

t. Approval of Agreement for Professional Services with the Law Firm Dannis Woliver Kelley Attorneys at Law for 2024-25 and 2025-26 School Years

4.t Board_Memo_DWK_Two_Year_Agreement_06.13.2024.pdf (p. 640)

4.t.1 2024-25 and 2025-26 DWK Agreement for Professional Services.pdf (p. 641)

u. Approval of Governing Board Policy Updates as Recommended by the California School Boards Association and CUSD Staff

4.u Board Memo Policy Updates.pdf (p. 646)

4.u.1 Policy Guidesheet.pdf (p. 647)

4.u.1.1 0450 BP Comprehensive Safety Plan_0324_DRAFT.pdf (p. 649)

4.u.1.2 0500 BP Accountability_1223 DRAFT.pdf (p. 650)

4.u.1.3 1160 BP Political Processes_0923_DRAFT.pdf (p. 651)

4.u.1.4 3516 BP Emergencies And Disaster Preparedness Plan_0324_DRAFT.pdf (p. 653)

4.u.1.5 5116.2 BP Involuntary Student Transfers_1223_DRAFT.pdf (p. 654)

4.u.1.6 5131.2 BP Bullying_1223 DRAFT.pdf (p. 657)

4.u.1.7 5144 BP Discipline_0324_DRAFT.pdf (p. 659)

4.u.1.8 9124 BB Attorney_0923_DRAFT.pdf (p. 661)

4.u.1.9 9320 BB Meetings And Notices_0324_DRAFT.pdf (p. 663)

4.u.1.10 9321 BB Closed Session_1223_DRAFT.pdf (p. 672)

v. Approval of Regular and Special Governing Board Meetings Minutes

4.v Board Memo Minutes.pdf (p. 679)

4.v.1 2024-05-08_Special_Board_Meeting_Minutes_DRAFT.pdf (p. 680)

4.v.2 2024-05-09 Regular Board Meeting Minutes_DRAFT.pdf (p. 682)

4.v.3 2024-05-22_Special_Board_Meeting_Minutes_DRAFT.pdf (p. 687)

5. GENERAL BUSINESS

a. Student Recognition – Half Moon Bay High School Salutatorian Jaya Miller and Valedictorian Angel Tinetti

5.a Board Memo Recognition Salutatorian & Valedictorian.pdf (p. 690)

5.a.1 2024-06-13_Certificate_Saludatorian.pdf (p. 691)

5.a.2 2024-06-13_Certificate_Valedictorian.pdf (p. 692)

b. 2024-27 Local Control and Accountability Plan (LCAP) Presentation, Local Indicators Presentation, and Public Hearing (Presentation)

5.b Board Memo LCAP 2024-27_06.13.2024.pdf (p. 693)

5.b.1 LCAP Local Indicators 2024-25 Presentation_06.13.24.pdf (p. 695)

5.b.2 Notice of Public Hearing LCAP 2024.pdf (p. 708)

5.b.3 Board Presentation LCAP 2024-25.pdf (p. 709)

5.b.4 2024_LCAP_Annual_Update_for_2023-24_06.13.24.pdf (p. 752)

5.b.5 2024_LCFF_Budget_Overview_for_Parents_06.04.24.pdf (p. 794)

c. Presentation and Public Hearing for Proposed CUSD Budget for the Fiscal Year 2024-25 (Presentation)

5.c Board_Memo_2024-25_Budget_06.13.2024.pdf (p. 798)

5.c.1 Proposed_Budget_2024_2025_Presentation_06.13.2024.pdf (p. 799)

5.c.2 Notice_of_Public_Hearing_2024-25_Budget_06.13.2024.pdf (p. 807)

5.c.3 2024-2025 Budget Report.pdf (p. 808)

d. Updated Information on the Expected CUSD California State Aid Participation (Presentation)

5.d Board_Memo_CUSD_State_Aid_Participation_Update_06.13.2024.pdf (p. 938)

5.d.1_State Aid Presentation_06.13.2024.pdf (p. 939)

e. CUSD Fields Assessment Report (Presentation)

5.e Board_Memo_Fields_Report_06.13.2024.pdf (p. 944)

5.e.1 Fields_Assessment_Presentation_06.13.2024.pdf (p. 945)

5.e.2 Cabrillo_USD_Field_Assessment_Report_05.28.2024.pdf (p. 966)

f. Approval of Chief Business Official Contract (Action)

5.f Board Memo Approval of Chief Business Official Contract.pdf (p. 1007)

5.f.1 CBO Contract_Marsh_2024.pdf (p. 1008)

g. Consideration of a Resolution to Place a General Obligation Bond Measure on the November 5, 2024, Ballot (Action)

5.g Board Memo Calling Bond Election_06.13.24.pdf (p. 1012)

5.g.1 Resolution 09-2024 Calling Bond Election_November 2024 (4198474.2).pdf (p. 1013)

h. Public Hearing and Consideration of a Resolution Calling for Approval of an Education Parcel Tax (Action)

5.h Board Memo Education Parcel Tax Measure Election Resolution_06.13.24.pdf (p. 1024)

5.h.1 Notice of Public Hearing Parcel Tax (4239382).pdf (p. 1026)

5.h.2 Resolution 10-2024 Calling Parcel Tax Measure_November 2024 (4200198.2).pdf (p. 1027)

i. Adoption of Resolutions 15-2024 and 16-2024 for Temporary Interfund Borrowing for Fiscal Year 2023-24 (Action)

5.i Board_Memo_Resolution_Interfund_Borrowing_Fiscal_Year_2023-2024.pdf (p. 1038)

5.i.1 Resolution_15_2024_Temporary_Interfund_Transfer_Fund_40_Capital_Projects_Fund_06.13.2024.pdf (p. 1039)

5.i.2 Resolution_16_2024_Temporary_Interfund_Transfer_Cafeteria Fund_06.13.2024.pdf (p. 1041)

j. Adoption of Resolution 17-2024 Exempting Projects at School Sites from City, Town, and County Zoning and Building Ordinances and Regulation (Action)

5.j Board_Memo_Exemption_from_Local_Zoning_Resolution_06.13.2024.pdf (p. 1043)

5.j.1 Board_Resolution_17-2024_Exemption_from_Local_Zoning_Resolution_06.13.2024.pdf (p. 1044)

k. Approval of Resolution 18-2024 Designating Authorized Representatives of Cabrillo Unified School District as Signatories Effective June 14, 2024 (Action)

5.k Board_Memo_Resolution_Authorized_Representatives_06.13.2024.pdf (p. 1046)

5.k.1 Board_Resolution_18-2024_Signatories_06.13.2024.pdf (p. 1047)

l. Adoption of Resolution 19-2024 Specifications of Election Order and Approval Candidate Policy Form and Administrative Contact and Incumbent List Form (Action)

5.l Board Memo November 2024 Elections.pdf (p. 1048)

5.l.1 Resolution 19-2024 Specifications of the Election Order.pdf (p. 1049)

5.l.2 November 2024_Candidate Policy Form for School Districts.pdf (p. 1051)

5.l.3 November 2024_Administrative Contact and Incumbent List Form.pdf (p. 1052)

6. FUTURE EVENTS

a. June 19 - Juneteenth Holiday, All Sites Closed

b. June 26, Special Board Meeting, District Office Boardroom, 7:00 p.m.

c. June 27 - Regular Board Meeting, Cunha Intermediate School, 6:00 p.m.

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
Amber Lee-Alva

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Carmen Daniel
Kimberly Hines
Sophia Layne

MEMORANDUM

MEETING DATE: June 13, 2024
TO: Members of the Governing Board
FROM: Bianca Forrester, M.A.Ed., Director of Personnel and Pupil Services
James Barnes, Coordinator of Student Services and Special Projects
CATEGORY: Consent/Action
ITEM TITLE: Approval of Half Moon Bay High Future Farmers of America Field Trip to Grass Valley, CA, August 5-6, 2024

BACKGROUND INFORMATION

Board Policy 6153 allows the Governing Board to permit students to participate in field trips.

Hana Lani Hanson and Gayle Smith, teachers/advisors of the Half Moon Bay High School Future Farmers of America, request that the Governing Board approve a field trip to Grass Valley, California, on August 5-6, 2024, to attend the Summer Officer Retreat. Approximately six students will be chaperoned by a minimum of two certificated staff members. The group will travel by Agricultural Department vehicles from Half Moon Bay to Grass Valley. They will stay at an Airbnb Rental, 12039 Alta Sierra Dr., Grass Valley, CA 95949, (650) 766-6869.

FISCAL ANALYSIS

This field trip is funded by an agricultural grant.

RECOMMENDATION

Approve as submitted.

CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
Amber Lee-Alva

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MEMORANDUM

MEETING DATE: June 13, 2024
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Deputy Superintendent of Educational Services
Israel Castillo, Coordinator of Instruction/Categorical/Grants and Special Projects
CATEGORY: Consent/Action
ITEM TITLE: Approval of Single Plans for Student Achievement (SPSA) 2024-25

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

All sites receive a preliminary allocation of categorical and general fund fiscal allocations to support school services and initiatives. Below, you will find the general fund allocations provided to each school site:

School	Projected 24-25 Enrollment	% 24-25	+RU Funds for: FOSS Supplemental Materials	RU (2024-25)
Hatch ES	547	22%	$4,309	$32,820
El Granada ES	329	13%	$2,636	$19,740
Farallone View ES	159	6%	$1,136	$9,540
Kings Mountain ES	38	1%	$464	$2,280
Cunha MS	524	21%	N/A	$31,440
HMB HS	902	36%	N/A	$65,846
Pilarcitos HS	41	2%	N/A	$2,460
Alt Ed			$0.00	$500
TOTAL	**2540**	**100%**	**$8,545**	**$164,626**

RECOMMENDATION

Approve as submitted.

School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Alvin S. Hatch Elementary School	41688906043616	June 5, 2024	June 13, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Alvin S. Hatch Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

☒ Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Alvin S. Hatch Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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 Academic Year 2023-24, Hatch Elementary School SPSA addresses the ATSI status in relation to the California School Dashboard. Hatch Elementary School was identified for Targeted Support and Improvement (ATSI) in the 2022/2023 academic year due to the socioeconomically disadvantaged group having a very low status in both ELA and Mathematics, and a very high status in Chronic Absenteeism on the state indicators.

Based on the data from the 2023 California School Dashboard, English Learner Students were in the red status level for ELA and Chronic Absenteeism, meeting the criteria for ATSI. Additionally, English Learner students were also in the red for Chronic Absenteeism, further meeting the criteria for ATSI in this area. Our SPSA plan will focus on improving school and student outcomes with input from all stakeholders, through a needs assessment identifying resource inequities.

Educational Partner Involvement

How, when, and with whom did Alvin S. Hatch Elementary 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 the School Site Council on an ongoing basis and yearly to review and establish goals. Site goals are established based on Local Control Accountability Plan (LCAP) goals and all teachers, classified staff, Parent Teacher Organization (PTO), and the English Language Advisory Committee (ELAC) members 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.

This section is required for all schools eligible for ATSI and CSI.

Resource inequities are reflected in the data analysis and highlight the need (1) to support structured literacy for students performing below standard, (2) to increase English Language Development among English Learners via supplemental supports, (3) to increase student engagement, (4) to provide additional support in addressing the social-emotional needs of referred students, and (5) to improve school climate with regard to attendance. These areas are defined as areas of need within the CA Accountability Dashboard.

A significant number of students do not have access to technology and/or internet connectivity. This lack of access creates inequities and digital divide for students in areas of English Language Arts (reading and writing), Mathematics, Social Studies, and Science. There is an equity issue, as well, among teachers who are technologically well equipped -- so called "digital natives" -- and those who experience limitations with technology access, technology knowledge, and with familiarity of online programs that support student achievement. This inequity is being addressed during the 2024-2025 school year by offering targeted professional development opportunities around using technology to instruct, assess, and differentiate instruction.

Last year, Hatch Elementary School SPSA addressed the ATSI status in relation to the California School Dashboard. Hatch Elementary School was identified for Targeted Support and Improvement (ATSI) in the 2022/2023 academic year due to the socioeconomically disadvantaged group having a very low status in both ELA and Mathematics, and a very high status in Chronic Absenteeism on the state indicators.

Based on the data from the 2023 California School Dashboard, English Learner students were in the red status level for ELA and Chronic Absenteeism, meeting the criteria for ATSI. Our SPSA plan will focus on improving school and student outcomes, particularly for Students with Disabilities, and English Learner students through a needs assessment and identifying resource inequities.

Comprehensive Needs Assessment Components

Identify and describe 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.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Hatch received state indicators of red or orange in 2023 for the following categories:
English Language Arts (49 points below standard)
English Learner Progress (33.6% making progress)
Chronic Absenteeism (28.7% of students were chronically absent)

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

English Learner students

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Alvin S. Hatch Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0.18%	%	0	1	1
African American	%	0.18%	0.18%	0	1	1
Asian	0.92%	0.92%	1.11%	5	5	5
Filipino	0.92%	0.92%	0.74%	5	5	5
Hispanic/Latino	64.94%	63.47%	64.51%	352	344	344
Pacific Islander	%	0%	%	0	0	0
White	29.15%	30.63%	29.02%	158	166	166
Multiple/No Response	3.69%	3.32%	3.88%	20	18	20
			Total Enrollment	542	542	541

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	105	95	96
Grade 1	93	89	96
Grade 2	80	86	81
Grade3	80	78	84
Grade 4	91	80	79
Grade 5	93	87	81
Total Enrollment	542	541	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

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners (EL)	239	215	396	44.1%	39.7%	39.7%
Fluent English Proficient (FEP)	58	58	130	10.7%	10.7%	24.0%
Reclassified Fluent English Proficient (RFEP)	29	21		12.1%	5%	4%

Conclusions based on this data:

1. Reclassification rate increased by 0.7% from 20-21 to 21-22 and decreased in 2023-24 with just 16 students eligible for reclassification
2. Percentage of English Learners remains consistent

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3	N/A	78	78	N/A	76	78	N/A	76	78	N/A	97.4	100.0
Grade 4	N/A	89	80	N/A	88	80	N/A	88	80	N/A	98.9	100.0
Grade 5	N/A	93	83	N/A	90	83	N/A	90	83	N/A	96.8	100.0
All Grades	N/A	260	241	N/A	254	241	N/A	254	241	N/A	97.7	100.0

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2376.	N/A	19.74	7.69	N/A	13.16	24.36	N/A	27.63	19.23	N/A	39.47	48.72
Grade 4	NA	2416.	2438.	N/A	15.91	21.25	N/A	17.05	15.00	N/A	17.05	22.50	N/A	50.00	41.25
Grade 5	NA	2447.	2444.	N/A	12.22	12.05	N/A	18.89	14.46	N/A	18.89	21.69	N/A	50.00	51.81
All Grades	N/A	N/A	N/A	N/A	15.75	13.69	N/A	16.54	17.84	N/A	20.87	21.16	N/A	46.85	47.30

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	7.69	N/A	55.26	57.69	N/A	30.26	34.62
Grade 4	N/A	11.36	17.50	N/A	59.09	53.75	N/A	29.55	28.75
Grade 5	N/A	8.89	12.05	N/A	55.56	53.01	N/A	35.56	34.94
All Grades	N/A	11.42	12.45	N/A	56.69	54.77	N/A	31.89	32.78

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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	2.56	N/A	47.37	64.10	N/A	42.11	33.33
Grade 4	N/A	6.82	13.75	N/A	54.55	46.25	N/A	38.64	40.00
Grade 5	NA	8.89	6.02	N/A	45.56	43.37	N/A	45.56	50.60
All Grades	N/A	8.66	7.47	N/A	49.21	51.04	N/A	42.13	41.49

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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	7.69	N/A	67.11	67.95	N/A	18.42	24.36
Grade 4	N/A	4.55	6.25	N/A	70.45	76.25	N/A	25.00	17.50
Grade 5	N/A	8.89	3.61	N/A	73.33	68.67	N/A	17.78	27.71
All Grades	N/A	9.06	5.81	N/A	70.47	70.95	N/A	20.47	23.24

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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	6.41	N/A	63.16	65.38	N/A	22.37	28.21
Grade 4	N/A	9.09	12.50	N/A	61.36	65.00	N/A	29.55	22.50
Grade 5	N/A	6.67	14.46	N/A	64.44	50.60	N/A	28.89	34.94
All Grades	N/A	9.84	11.20	N/A	62.99	60.17	N/A	27.17	28.63

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Conclusions based on this data:

1. 97.7% of students 3rd-5th 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)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3	N/A	78	78	N/A	75	78	N/A	75	78	N/A	96.2	100.0
Grade 4	N/A	89	80	N/A	87	80	N/A	87	80	N/A	97.8	100.0
Grade 5	N/A	93	83	N/A	90	83	N/A	90	83	N/A	96.8	100.0
All Grades	N/A	260	241	N/A	252	241	N/A	252	241	N/A	96.9	100.0

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2417.	N/A	20.00	15.38	N/A	24.00	26.92	N/A	24.00	26.92	N/A	32.00	30.77
Grade 4	N/A	2428.	2451.	N/A	6.90	13.75	N/A	26.44	21.25	N/A	27.59	35.00	N/A	39.08	30.00
Grade 5	N/A	2429.	2446.	N/A	8.89	8.43	N/A	4.44	12.05	N/A	21.11	25.30	N/A	65.56	54.22
All Grades	N/A	N/A	N/A	N/A	11.51	12.45	N/A	17.86	19.92	N/A	24.21	29.05	N/A	46.43	38.59

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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	14.10	N/A	40.00	53.85	N/A	37.33	32.05
Grade 4	N/A	12.64	18.75	N/A	42.53	48.75	N/A	44.83	32.50
Grade 5	N/A	6.67	6.02	N/A	34.44	45.78	N/A	58.89	48.19
All Grades	N/A	13.49	12.86	N/A	38.89	49.38	N/A	47.62	37.76

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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	20.51	N/A	44.00	53.85	N/A	30.67	25.64
Grade 4	N/A	5.75	15.00	N/A	50.57	47.50	N/A	43.68	37.50
Grade 5	N/A	7.78	8.43	N/A	43.33	45.78	N/A	48.89	45.78
All Grades	N/A	12.30	14.52	N/A	46.03	48.96	N/A	41.67	36.51

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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	14.10	N/A	48.00	60.26	N/A	32.00	25.64
Grade 4	N/A	10.34	12.50	N/A	56.32	56.25	N/A	33.33	31.25
Grade 5	N/A	10.00	6.02	N/A	40.00	55.42	N/A	50.00	38.55
All Grades	N/A	13.10	10.79	N/A	48.02	57.26	N/A	38.89	31.95

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Conclusions based on this data:

1. 96.9% of students completed the CAASPP Math Test
2. Applying mathematical concepts and procedures had the lowest scores for students in the Math CAASPP

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

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	1427.4	1445.8	1459.4	1438.5	1356.1	1392.3	1400.8	26	49	35
1	1443.4	1435.3	1414.0	1471.0	1468.1	1458.5	1415.3	1402.0	1368.9	29	32	35
2	1447.1	1460.9	1441.1	1456.9	1483.8	1475.3	1436.6	1437.6	1406.5	29	33	30
3	1480.8	1487.3	1457.5	1495.1	1500.4	1461.3	1465.9	1473.7	1453.2	49	30	28
4	1497.3	1503.1	1508.2	1506.1	1509.4	1520.7	1488.1	1496.2	1495.3	40	45	27
5	1527.0	1532.4	1517.5	1533.8	1550.9	1527.0	1519.6	1513.5	1507.5	29	27	34
All Grades										202	216	189

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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	8.57	30.77	44.90	42.86	50.00	34.69	37.14	7.69	4.08	11.43	26	49	35
1	10.34	6.25	5.71	31.03	28.13	5.71	27.59	25.00	48.57	31.03	40.63	40.00	29	32	35
2	3.45	15.15	3.33	31.03	30.30	33.33	51.72	33.33	20.00	13.79	21.21	43.33	29	33	30
3	4.08	6.67	0.00	28.57	46.67	25.00	55.10	36.67	50.00	12.24	10.00	25.00	49	30	28
4	12.50	8.89	22.22	40.00	44.44	40.74	32.50	40.00	22.22	15.00	6.67	14.81	40	45	27
5	20.69	29.63	11.76	48.28	33.33	35.29	20.69	25.93	50.00	10.34	11.11	2.94	29	27	34
All Grades	9.90	13.43	8.47	34.65	38.89	30.16	40.59	33.33	38.62	14.85	14.35	22.75	202	216	189

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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	17.14	57.69	38.78	40.00	19.23	24.49	28.57	7.69	2.04	14.29	26	49	35
1	31.03	21.88	17.14	41.38	56.25	37.14	20.69	12.50	34.29	6.90	9.38	11.43	29	32	35
2	20.69	27.27	20.00	41.38	48.48	43.33	24.14	15.15	30.00	13.79	9.09	6.67	29	33	30
3	28.57	30.00	17.86	48.98	53.33	35.71	18.37	13.33	35.71	4.08	3.33	10.71	49	30	28
4	40.00	37.78	55.56	37.50	40.00	25.93	12.50	15.56	14.81	10.00	6.67	3.70	40	45	27
5	65.52	44.44	35.29	17.24	48.15	55.88	6.90	3.70	8.82	10.34	3.70	0.00	29	27	34
All Grades	33.66	32.87	26.46	41.09	46.30	40.21	16.83	15.28	25.40	8.42	5.56	7.94	202	216	189

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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	5.71	11.54	14.29	25.71	50.00	55.10	62.86	34.62	24.49	5.71	26	49	35
1	3.45	3.13	0.00	13.79	15.63	2.86	41.38	18.75	11.43	41.38	62.50	85.71	29	32	35
2	0.00	3.03	3.33	20.69	30.30	10.00	51.72	24.24	30.00	27.59	42.42	56.67	29	33	30
3	0.00	0.00	0.00	8.16	13.33	10.71	46.94	60.00	42.86	44.90	26.67	46.43	49	30	28
4	2.50	2.22	0.00	12.50	20.00	29.63	47.50	48.89	33.33	37.50	28.89	37.04	40	45	27
5	13.79	3.70	0.00	3.45	14.81	8.82	68.97	51.85	61.76	13.79	29.63	29.41	29	27	34
All Grades	3.47	3.24	1.59	11.39	18.06	14.29	50.50	43.98	40.74	34.65	34.72	43.39	202	216	189

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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	28.57	73.08	71.43	60.00	7.69	0.00	11.43	26	49	35
1	27.59	31.25	42.86	65.52	62.50	48.57	6.90	6.25	8.57	29	32	35
2	10.34	24.24	13.33	75.86	72.73	83.33	13.79	3.03	3.33	29	33	30
3	12.24	36.67	7.14	65.31	53.33	53.57	22.45	10.00	39.29	49	30	28
4	30.00	26.67	33.33	50.00	57.78	55.56	20.00	15.56	11.11	40	45	27
5	31.03	33.33	14.71	55.17	55.56	79.41	13.79	11.11	5.88	29	27	34
All Grades	21.29	29.63	23.81	63.37	62.96	63.49	15.35	7.41	12.70	202	216	189

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	20.00	61.54	55.10	57.14	7.69	8.16	22.86	26	49	35
1	37.93	18.75	20.59	55.17	75.00	58.82	6.90	6.25	20.59	29	32	34
2	31.03	42.42	30.00	55.17	45.45	60.00	13.79	12.12	10.00	29	33	30
3	59.18	60.00	25.93	38.78	33.33	66.67	2.04	6.67	7.41	49	30	27
4	62.50	51.11	70.37	30.00	44.44	22.22	7.50	4.44	7.41	40	45	27
5	79.31	85.19	73.53	10.34	7.41	23.53	10.34	7.41	2.94	29	27	34
All Grades	51.98	47.22	39.57	40.59	45.37	48.13	7.43	7.41	12.30	202	216	187

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	5.71	72.00	83.67	74.29	28.00	8.16	20.00	25	49	35
1	13.79	9.38	0.00	34.48	31.25	11.76	51.72	59.38	88.24	29	32	34
2	3.45	3.03	3.33	65.52	54.55	43.33	31.03	42.42	53.33	29	33	30
3	0.00	0.00	0.00	44.90	36.67	28.57	55.10	63.33	71.43	49	30	28
4	2.50	2.22	3.70	52.50	46.67	51.85	45.00	51.11	44.44	40	45	27
5	17.24	7.41	2.94	48.28	62.96	58.82	34.48	29.63	38.24	29	27	34
All Grades	5.47	5.09	2.66	51.74	54.63	45.21	42.79	40.28	52.13	201	216	188

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	34.29	34.62	44.90	40.00	57.69	40.82	25.71	26	49	35
1	0.00	3.13	0.00	58.62	40.63	28.57	41.38	56.25	71.43	29	32	35
2	0.00	9.09	6.67	62.07	63.64	40.00	37.93	27.27	53.33	29	33	30
3	0.00	13.33	0.00	67.35	70.00	78.57	32.65	16.67	21.43	49	30	28
4	0.00	6.67	14.81	62.50	84.44	62.96	37.50	8.89	22.22	40	45	27
5	3.45	11.11	5.88	82.76	66.67	85.29	13.79	22.22	8.82	29	27	34
All Grades	1.49	9.72	10.58	62.38	61.57	55.03	36.14	28.70	34.39	202	216	189

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. In the Overall Language section, most of the students are distributed between the performance level 3 and 4
2. Within Overall Language, most of the students are in the performance level 2 in the Written Language section
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

California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
542	**49.1**	**39.7**	**0**
Total Number of Students enrolled in Alvin S. Hatch 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.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	215	39.7
Foster Youth	0	0
Homeless	2	0.4
Socioeconomically Disadvantaged	266	49.1
Students with Disabilities	59	10.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	0.2
American Indian	1	0.2
Asian	5	0.9
Filipino	5	0.9
Hispanic	344	63.5
Two or More Races	18	3.3
Pacific Islander	0	0
White	166	30.6

Conclusions based on this data:

1. English Language Learners make up 40% of the total enrollment at Hatch Elementary.
2. The Latinx/Hispanic subcategory surpasses the White subcategory by nearly double, which has increased in recent years -- the difference was about 20% in 2020
3. The percentage of students who are eligible for free or reduced-priced meals, or who have parents/guardians who did not receive a high school diploma, has increased to 53% -- which was about 46% in 2020

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. We have a low suspension rate
2. English Learners' performance level needs to increase
3. Chronic absenteeism is very high

School and Student Performance Data

Academic Performance

English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
		
Orange	Red	No Performance Color
49 points below standard	99.9 points below standard	0 Students
Maintained +0.4 points	Decreased -6.3 points	
239 Students	118 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students		
2 Students	Red	Red
	90.3 points below standard	91.5 points below standard
	Maintained -0.1 points	Maintained -0.4 points
	129 Students	34 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	Less than 11 Students 3 Students	Less than 11 Students 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red 92.9 points below standard Decreased -8.2 points 149 Students	Less than 11 Students 10 Students	No Performance Color 0 Students	Green 17.8 points above standard Maintained -2.1 points 73 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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
124.1 points below standard Decreased -9.7 points 87 Students	31.8 points below standard Increased +4.1 points 31 Students	11.2 points above standard Increased +8.1 points 105 Students

Conclusions based on this data:

1. Overall, our students scored low in ELA on the CAASPP
2. Our three groups who scored Very Low on ELA CAASPP were English Language Learners, Students with Disabilities, and our Socioeconomically Disadvantaged students. 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, Hispanic students scored Very Low while White students scored high. We did not have enough data from other race/ethnicity groups to see a performance level.

School and Student Performance Data

Academic Performance

Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	4	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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow	 Yellow	 No Performance Color
45.3 points below standard	91.6 points below standard	0 Students
Increased +13.2 points	Increased +8.2 points	
239 Students	118 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	 Yellow	 Yellow
2 Students	79.7 points below standard	62.9 points below standard
	Increased Significantly +20.3 points	Increased Significantly +28.3 points
	129 Students	34 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	Less than 11 Students 3 Students	Less than 11 Students 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 80.7 points below standard Increased +13.5 points 149 Students	Less than 11 Students 10 Students	No Performance Color 0 Students	Green 10.4 points above standard Decreased -5.2 points 73 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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
112.7 points below standard Maintained -2.6 points 87 Students	32.5 points below standard Increased Significantly +39.1 points 31 Students	6.4 points above standard Increased Significantly +15.2 points 105 Students

Conclusions based on this data:

1. Overall, students on the Math scored significantly below standard
2. Groups who scored Very Low on Math were English Language Learners and Socioeconomically Disadvantaged. Students with Disabilities scored Low.
3. On Math CAASPP, Hispanic students scored Low, while White students scored High. We did not have enough data from other race/ethnicity groups to see a performance level.

School and Student Performance Data

Academic Performance

English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Red
33.6% making progress towards English language proficiency
Number of EL Students: 149 Students
Performance Level: 1

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.

2023 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
49	50	0	50

Conclusions based on this data:

1. English Learner Progress scored in the medium performance level, making progress towards English language proficiency by progressing at least one ELPI level.
2. English learner students decreased one ELPI level.
3. English learner students Maintained ELPI Level 1, 2L, 2H, 3L, or 3H.

School and Student Performance Data

Academic Performance

College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career 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.

2023 Fall Dashboard College/Career Report for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2023 Fall Dashboard College/Career Reportby 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

Academic Engagement

Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Red	 Red	 No Performance Color
28.7% Chronically Absent	27.9% Chronically Absent	0 Students
Increased Significantly 4.9	Increased Significantly 4.3	
547 Students	197 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	 Red	 Red
2 Students	29.3% Chronically Absent	35.7% Chronically Absent
	Increased 2.9	Increased 3.8
	276 Students	70 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 1 Student	 No Performance Color 0 Students	Less than 11 Students 5 Students	Less than 11 Students 5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Red 30.8% Chronically Absent Increased Significantly 5.1 347 Students	31.8% Chronically Absent Increased 1.4 22 Students	 No Performance Color 0 Students	 Red 25.1% Chronically Absent Increased Significantly 5.1 167 Students

Conclusions based on this data:

1. Socioeconomically Disadvantaged students are 29% Chronically Absent.
2. 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 35.7% Chronically Absent.

School and Student Performance Data

Academic Engagement

Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	5

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Blue	 Blue	 No Performance Color
0% suspended at least one day	0% suspended at least one day	0 Students
Declined -0.9	Maintained 0	
551 Students	198 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	 Blue	 Blue
2 Students	0% suspended at least one day	0% suspended at least one day
	Declined -0.3	Declined -1.4
	277 Students	70 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 1 Student	 No Performance Color 0 Students	Less than 11 Students 5 Students	Less than 11 Students 5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Blue 0% suspended at least one day Declined -0.3 349 Students	0% suspended at least one day Maintained 0 22 Students	 No Performance Color 0 Students	 Blue 0% suspended at least one day Declined Significantly -2.5 169 Students

Conclusions based on this data:

1. Our performance level for suspension was low for all students

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Achievement: Literacy and Reclassification
During the 2024-25 school year, all teachers will continue to support access to the Common Core State Standards. Students are expected to demonstrate at least one year of progress toward English fluency as measured by the state English Language Development Test and decrease the number of Long-Term English Learners (LTEL).

To increase the rate of reclassification, by ensuring that all teachers will focus on the implementation of designated and integrated ELD instruction targeted focus will help EL students achieve grade-level proficiency in reading and upward movement of at least one ELPAC level, with the end goal of reclassification.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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.

100% of students in grades 3rd-5th were tested on ELA CAASPP and just one-third have met or exceeded standard. 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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	EL Students making progress toward English language proficiency	We will see an increase of all English Learners advanced by one proficiency band

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide research-based, targeted interventions for subgroups of students who are not meeting grade level standards. Computer-based reading software (Lexia), and ELD standards-based instruction (Benchmark ELD curriculum, guided reading, RAZ Kids, downloadable books, drama-based listening/speaking activities, BrainPop ELL, and literature circles) will be implemented with fidelity.	English Learners and socioeconomically disadvantaged students	3477 Title I 1000-1999: Certificated Personnel Salaries 1605 Title I

	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.		4000-4999: Books And Supplies 2233 Title I 4000-4999: Books And Supplies Supplementary reading materials for EL students
1.2	Additional Professional Development for new teachers who are teaching at-promise students to receive mentoring support from peers.	At-promise students	1000 Title I 1000-1999: Certificated Personnel Salaries Cost of teacher (hourly) not to exceed 65 hours per school year
1.4	Support regular articulation within and across grade-level teams to implement CCSS and develop integrated units of instruction. Grade level teams meet regularly 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.	All students	1000 Unrestricted 0000: Unrestricted General Fund (RU)
1.5	Implement CCSS instructional strategies to use technology. 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.	All students	750 Title I Part A: Parent Involvement 1500 Unrestricted 0000: Unrestricted General Fund (RU)
1.6	Provide time for teaching staff to explore research-based, targeted instruction guided by formative and summative assessments	All students	500 Title I 4629 Unrestricted 0000: Unrestricted General Fund (RU)
1.7	Literacy Nights and ELAC Parent presentations by Dr. Jerry will be reinstituted to engage parents, guardians and students with skills to support literacy development in partnership with teachers.	All	250 Title I Part A: Parent Involvement 2500 Unrestricted 0000: Unrestricted General Fund (RU)
1.8	ELD will be implemented daily for 30 minutes of Explicit Direct Instruction. Teachers will be implementing adopted ELD curriculum with students.	English Learners	7500 Unrestricted 0000: Unrestricted General Fund (RU)
1.9	Provide release time, additional collaboration time, and/or school visits for teachers as Professional Development with the goal of improving instruction	At-promise and English Learners	2000 Title I 1000-1999: Certificated Personnel Salaries

	for all at-promise students and English Learner students		Release time/substitute for teachers 15000 Unrestricted 0000: Unrestricted General Fund (RU)

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

We were able to add 0.1 and 0.2 Intervention teacher positions to support literacy skills at grades 4 and 5. New teachers were paired with veteran teachers for mentoring and cycles of inquiry to inform instruction. All students, grades TK-3 were assessed on DIBELS for the first time -- BOY, MOY, and EOY -- to track real-time data and increased achievement.

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 two vacant intervention teacher positions this year that created hardship in supporting our language learners, specifically.

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 made hires to fill the two vacant intervention teacher positions next year -- ELD TOSA and Spanish Intervention. They will start in the Fall.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

College and Career Readiness
Students from 3rd to 5th grade who are at-risk in specific targeted areas of mathematical practice will increase 5% in each band overall as measured by the CAASPP (California Assessment of Students Progress and Performance) in the Spring of 2024.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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.

3rd-5th grade students' performance on CAASPP 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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP mathematics	Per 2023 School Year Data: 32% Met or Exceeded Standard (19% Met & 12% Exceeded); 38% Standard Not Met; 29% Nearly Met	Demonstrated increase at each band

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Provide research-based, targeted intervention for targeted subgroups and students not meeting grade level standards in Math. Maintain, develop, and monitor common formative assessments and data.	Socioeconomically disadvantaged students and English Language Learners	2563 Title I 1000-1999: Certificated Personnel Salaries 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
2.2	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.	All students with emphasis on developing learning objectives for English Learners	2000 Unrestricted 1000-1999: Certificated Personnel Salaries Release time/substitute for teachers
2.3	Provide for regular articulation within and between grade level teams to implement CCSS and develop integrated units of instruction. Grade level teams meet regularly to monitor common assessment data as well as discuss best teaching practices and needed interventions.	All Students	
2.4	Provide research-based, targeted instruction -- guided by assessment and tied to integrated units of instruction -- to utilize strategies that maintain, develop, and monitor common formative assessments and data.	All Students	
2.5	Implement CCSS instructional strategies via use of technology (internet, tablets, Chromebooks, Smartboards, and related resources) to produce and publish mathematical knowledge, collaborate with others, and make strategic use of digital media to implement the standards for mathematical practice.	All Students	
2.6	Support student capacity to achieve mastery through the use of a regular intervention services.	All students	3000 Unrestricted 0000: Unrestricted General Fund (RU)

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Regular observations and release time were provided to grade levels to co-plan and delve into curricular units

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

We started the year with a long term sub in 5th Grade Immersion that created a challenge to a smooth instructional start for that grade level.

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

Next year we are staffing to enrollment and will have one combo class, while adding an additional TK class.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Communication Plan to Support Parent Involvement
Maintain favorable responses on the Panorama Family Survey regarding Barriers to Engagement. Increase the percentage of families attending our site-sponsored events and increase participation of adults for our site meetings -- SSC, ELAC, PTO.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Implement a stakeholder communication plan to support parental involvement.

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.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Family Survey	Survey will be administered in the Fall/Winter	Maintain favorable responses on the Panorama Family Survey within the topic of Barriers to Engagement.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Plan and implement Parent Technology, and Parent Literacy Nights, PBIS, Coffee with the Principal, and open meetings based on parents' needs.	English Language Learners, Hispanic, and socioeconomically disadvantaged	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)
3.2	Communicate, provide, and facilitate (in English and Spanish) meetings with Parent Teacher Organization (PTO), Spanish Immersion Parent Association (SIPA), English Language Advisory (ELAC), and School Site Council (SSC)	English Language Learners, Hispanic, and socioeconomically disadvantaged	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
3.3	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 and newsletter) for the current school year.	All	850 Title I 4000-4999: Books And Supplies Student planners to help communicate school events and assignments
3.4	Monitor the Barriers to Engagement and Family Engagement topic responses on the Panorama Family Survey	English Language Learners, Hispanic, and socioeconomically disadvantaged	

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

One of the major areas of growth as per stakeholder input was to increase communication. This year a concerted effort was made to address those concerns in a significant way with a regular Principal Newsletter and weekly Staff Bulletin.

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

This year, a regular newsletter was sent out to families, to great response. We reinstituted our Movie Night and Talent Show that brought in standing-room-only engagement from families. Partnering with our Pilarcitos Adult School, classes were offered to native-Spanish-speaking parents, organized around a curriculum to help them successfully navigate educational institutions with their students.

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.

Just one Coffee with the Principal for our Spanish-speaking families and -- with a turnout of over 20 parents -- there will be more regular invitations for parents to connect with administration.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Positive School Climate: Safe and Supported Schools
Establish a safe and positive school climate, as measured by an increase in student attendance and maintenance of low suspension rate and decreased behavior infractions.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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.

Chronic Absenteeism and increase Positive Behavior Intervention Systems to support student engagement is is an identified need.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	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.	All	5470 Unrestricted 0000: Unrestricted Educator Effectiveness None Specified None Specified 2167 Title I 1000-1999: Certificated Personnel Salaries Targeted attendance monitoring of EL students
4.2	Hatch Elementary will continue work with PBIS (Positive Behavioral Interventions and Supports) at	All	782 Title I

	the Tier 2 level and work toward the top level, Tier 3.		4000-4999: Books And Supplies PBIS posters

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

With a population of 550 students, there were challenges in full implementation. Administration worked with District and County PBIS leads to make significant in-roads.

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

PTO paid for Playworks to conduct a four-day visit to support teams in healthy outdoor play, limiting negative engagements on the blacktop and encouraging student participation through a Junior Coaches program. A PBIS "passport" activity at the beginning of the year where each class visited the common areas on the PBIS matrices for specific behaviors will be revisited with a "reboot" at least two times next 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.

Vinyl posters will be visible in all areas noted on the PBIS matrices and Playworks will be visiting monthly for ongoing improvement of playground behaviors.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$67,362.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$67,362.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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 ($)
Unrestricted	$42,599.00

Subtotal of state or local funds included for this school: $42,599.00

Total of federal, state, and/or local funds for this school: $67,362.00

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
Title I	23,763.00
Title I Part A: Parent Involvement	1,000.00
Unrestricted	42,599.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	40,599.00
1000-1999: Certificated Personnel Salaries	15,207.00
2000-2999: Classified Personnel Salaries	1,586.00
4000-4999: Books And Supplies	8,470.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Title I	500.00
1000-1999: Certificated Personnel Salaries	Title I	13,207.00
2000-2999: Classified Personnel Salaries	Title I	1,586.00
4000-4999: Books And Supplies	Title I	8,470.00
	Title I Part A: Parent Involvement	1,000.00
0000: Unrestricted	Unrestricted	40,599.00
1000-1999: Certificated Personnel Salaries	Unrestricted	2,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	43,944.00
Goal 2	11,563.00
Goal 3	3,436.00
Goal 4	8,419.00

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

4 Parent or Community Members

Name of Members	Role
Ashley Waggle	Principal
Brenda De Jesus	Classroom Teacher
Mike Ramirez	Classroom Teacher Parent or Community Member
Jim Davis	Classroom Teacher Parent or Community Member
Anthony Sprotti	Other School Staff Parent or Community Member
Aisha Barro	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, Dr. Ashley Waggle on May 28, 2024

SSC Chairperson, Mike Ramirez on

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- **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.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  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 *EC* 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.
- Funding Sources: List the 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.

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

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
         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.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: 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 (S*ections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: 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/

Updated by the California Department of Education, October 2023

School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
El Granada Elementary School	41688906043624	May 15, 2024	June 13, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by El Granada Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by El Granada Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement

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. Based on data from the 2023 California School Dashboard, Students with Disabilities group was in the very low status level for both ELA and Mathematics which has us meeting the criteria for ATSI. In addition, students with disabilities were very high on Chronic Absenteeism and we also meet the criteria for ATSI in this area. 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.

Educational Partner Involvement

How, when, and with whom did El Granada Elementary 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.

This section is required for all schools eligible for ATSI and CSI.

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. Based on data from the 2023 California School Dashboard, Students with Disabilities group was in the very low status level for both ELA and Mathematics which has us meeting the criteria for ATSI. In addition, students with disabilities were very high on Chronic Absenteeism and we also meet the criteria for ATSI in this area. 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.

Comprehensive Needs Assessment Components

Identify and describe 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.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

El Granada received state indicators of red or orage for the following categories:
Chronic Absenteeism- 22.9% of students were chronically absent placing us in the orage performance category
English Language Arts- We scored 36.7 points below standard placing us in the orange performance category
ELPI- 36.8% of students are making progress toward reclassification (a decline of 10.5%) placing us in the red performance category

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Mathematics: Students with disabilites performed in the red category whereas the overall student population was in the yellow category

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for El Granada Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%	0	0	
African American	%	0%	%	0	0	
Asian	0.65%	1.26%	2.09%	2	4	7
Filipino	%	0.31%	0.90%	0	1	3
Hispanic/Latino	60.06%	57.23%	51.04%	185	182	171
Pacific Islander	0.32%	0.31%	%	1	1	
White	34.74%	34.91%	40.90%	107	111	137
Multiple/No Response	4.22%	5.66%	5.07%	13	18	17
			Total Enrollment	308	318	335

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	49	77	58
Grade 1	47	37	45
Grade 2	50	51	42
Grade3	52	48	52
Grade 4	58	51	49
Grade 5	52	54	51
Total Enrollment	308	318	335

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

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners (EL)	98	76	140	31.8%	23.9%	41.8%
Fluent English Proficient (FEP)	34	42	62	11.0%	13.2%	18.5%
Reclassified Fluent English Proficient (RFEP)	16	15		16.3%	19.7%	

Conclusions based on this data:

1. El Granada is showing continuing progress in the percentage of students being RFEP, Reclassified Fluent English Proficient, which is resulting in a smaller percentage of English Learners overall.

3. The percentage of Fluent English proficient students continues to increase. This represents a continued upward trend over the last 3 years.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3		50	51		43	49		43	49		86.0	96.1
Grade 4		57	49		56	47		56	47		98.2	95.9
Grade 5		46	52		45	51		45	51		97.8	98.1
All Grades		153	152		144	147		144	147		94.1	96.7

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2401.		18.60	22.45		6.98	22.45		30.23	10.20		44.19	44.90
Grade 4		2438.	2420.		23.21	12.77		21.43	21.28		10.71	12.77		44.64	53.19
Grade 5		2495.	2471.		20.00	11.76		22.22	31.37		31.11	19.61		26.67	37.25
All Grades	N/A	N/A	N/A		20.83	15.65		17.36	25.17		22.92	14.29		38.89	44.90

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	14.29		60.47	55.10		32.56	30.61
Grade 4		12.50	12.77		60.71	53.19		26.79	34.04
Grade 5		15.56	11.76		66.67	62.75		17.78	25.49
All Grades		11.81	12.93		62.50	57.14		25.69	29.93

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	14.29		41.86	44.90		46.51	40.82
Grade 4		17.86	4.26		41.07	42.55		41.07	53.19
Grade 5		26.67	5.88		51.11	64.71		22.22	29.41
All Grades		18.75	8.16		44.44	51.02		36.81	40.82

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	8.16		72.09	83.67		20.93	8.16
Grade 4		7.14	12.77		69.64	68.09		23.21	19.15
Grade 5		0.00	13.73		82.22	76.47		17.78	9.80
All Grades		4.86	11.56		74.31	76.19		20.83	12.24

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	10.20		48.84	63.27		34.88	26.53
Grade 4		16.07	10.64		62.50	65.96		21.43	23.40
Grade 5		22.22	19.61		64.44	56.86		13.33	23.53
All Grades		18.06	13.61		59.03	61.90		22.92	24.49

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Over 61% of students were performing below grade level on the CAASPP ELA test in 21-22, in 22-23 59% were performing below grade level which is a 2% decrease.
2. 59% of students are approaching or demonstrating proficiency in reading non-fiction texts
3. The percentage of students who are below grade level when it comes to demonstrating proficiency in producing clear and meaningful writing has increased between 21-22 and 22-23

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3		50	51		44	50		44	50		88.0	98.0
Grade 4		57	49		56	48		56	48		98.2	98.0
Grade 5		46	52		46	51		46	51		100.0	98.1
All Grades		153	152		146	149		146	149		95.4	98.0

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2409.		15.91	14.00		20.45	22.00		18.18	34.00		45.45	30.00
Grade 4		2446.	2447.		10.71	12.50		25.00	31.25		25.00	20.83		39.29	35.42
Grade 5		2467.	2469.		13.04	9.80		10.87	17.65		30.43	27.45		45.65	45.10
All Grades	N/A	N/A	N/A		13.01	12.08		19.18	23.49		24.66	27.52		43.15	36.91

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	14.00		38.64	56.00		43.18	30.00
Grade 4		12.50	20.83		50.00	39.58		37.50	39.58
Grade 5		8.70	7.84		43.48	43.14		47.83	49.02
All Grades		13.01	14.09		44.52	46.31		42.47	39.60

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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	12.00		40.91	64.00		38.64	24.00
Grade 4		16.07	18.75		39.29	47.92		44.64	33.33
Grade 5		10.87	9.80		50.00	52.94		39.13	37.25
All Grades		15.75	13.42		43.15	55.03		41.10	31.54

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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	18.00		56.82	56.00		22.73	26.00
Grade 4		14.29	12.50		51.79	62.50		33.93	25.00
Grade 5		10.87	11.76		58.70	56.86		30.43	31.37
All Grades		15.07	14.09		55.48	58.39		29.45	27.52

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Over 64% 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

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

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	1426.1	*	1449.3	1440.7	*	1398.2	1391.9	10	12	14
1	1433.5	1422.0	*	1471.8	1454.4	*	1394.7	1388.9	*	20	12	10
2	1452.6	1451.5	1428.7	1475.5	1491.1	1454.5	1429.5	1411.5	1402.5	17	12	11
3	1468.3	1459.1	1462.2	1492.9	1474.0	1471.5	1443.1	1443.7	1452.5	22	14	13
4	1479.4	1521.3	1472.2	1504.0	1536.9	1468.6	1454.5	1505.1	1475.3	14	20	14
5	1533.5	1517.1	*	1541.8	1526.9	*	1524.7	1506.5	*	23	11	10
All Grades										106	81	72

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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	7.14	*	25.00	35.71	*	58.33	57.14	*	0.00	0.00	*	12	14
1	25.00	0.00	*	5.00	41.67	*	40.00	8.33	*	30.00	50.00	*	20	12	*
2	5.88	0.00	0.00	41.18	50.00	18.18	35.29	33.33	36.36	17.65	16.67	45.45	17	12	11
3	4.55	7.14	7.69	36.36	28.57	46.15	40.91	35.71	15.38	18.18	28.57	30.77	22	14	13
4	14.29	30.00	7.14	57.14	40.00	42.86	7.14	20.00	28.57	21.43	10.00	21.43	14	20	14
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	5.56	36.79	37.04	38.89	30.19	27.16	31.94	18.87	19.75	23.61	106	81	72

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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	7.14	*	33.33	71.43	*	41.67	21.43	*	0.00	0.00	*	12	14
1	50.00	8.33	*	30.00	41.67	*	5.00	33.33	*	15.00	16.67	*	20	12	*
2	23.53	41.67	18.18	52.94	33.33	18.18	17.65	16.67	45.45	5.88	8.33	18.18	17	12	11
3	40.91	21.43	38.46	36.36	28.57	30.77	13.64	28.57	0.00	9.09	21.43	30.77	22	14	13
4	50.00	50.00	35.71	28.57	35.00	35.71	14.29	10.00	14.29	7.14	5.00	14.29	14	20	14
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	22.22	37.74	30.86	45.83	10.38	22.22	18.06	10.38	9.88	13.89	106	81	72

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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	7.14	*	25.00	14.29	*	33.33	42.86	*	33.33	35.71	*	12	14
1	15.00	0.00	*	10.00	0.00	*	25.00	41.67	*	50.00	58.33	*	20	12	*
2	0.00	0.00	0.00	35.29	0.00	18.18	23.53	66.67	27.27	41.18	33.33	54.55	17	12	11
3	0.00	0.00	0.00	9.09	14.29	15.38	40.91	42.86	46.15	50.00	42.86	38.46	22	14	13
4	0.00	10.00	0.00	28.57	20.00	28.57	42.86	40.00	42.86	28.57	30.00	28.57	14	20	14
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	2.78	17.92	16.05	18.06	37.74	41.98	40.28	37.74	37.04	38.89	106	81	72

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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	28.57	*	83.33	71.43	*	8.33	0.00	*	12	14
1	55.00	8.33	*	30.00	83.33	*	15.00	8.33	*	20	12	*
2	11.76	33.33	18.18	82.35	66.67	81.82	5.88	0.00	0.00	17	12	11
3	27.27	21.43	38.46	50.00	64.29	46.15	22.73	14.29	15.38	22	14	13
4	28.57	70.00	21.43	57.14	20.00	64.29	14.29	10.00	14.29	14	20	14
5	13.04	18.18	*	78.26	72.73	*	8.70	9.09	*	23	11	*
All Grades	26.42	30.86	31.94	59.43	60.49	61.11	14.15	8.64	6.94	106	81	72

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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	0.00	*	75.00	100.00	*	0.00	0.00	*	12	14
1	40.00	25.00	*	45.00	58.33	*	15.00	16.67	*	20	12	*
2	41.18	33.33	0.00	52.94	58.33	81.82	5.88	8.33	18.18	17	12	11
3	54.55	50.00	30.77	36.36	21.43	38.46	9.09	28.57	30.77	22	14	13
4	71.43	45.00	35.71	21.43	50.00	35.71	7.14	5.00	28.57	14	20	14
5	95.65	81.82	*	0.00	9.09	*	4.35	9.09	*	23	11	*
All Grades	60.00	43.21	20.83	28.57	45.68	61.11	11.43	11.11	18.06	105	81	72

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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	7.14	*	83.33	78.57	*	8.33	14.29	*	12	14
1	20.00	0.00	*	15.00	41.67	*	65.00	58.33	*	20	12	*
2	5.88	0.00	0.00	58.82	66.67	45.45	35.29	33.33	54.55	17	12	11
3	0.00	0.00	0.00	36.36	28.57	30.77	63.64	71.43	69.23	22	14	13
4	0.00	10.00	7.14	64.29	40.00	50.00	35.71	50.00	42.86	14	20	14
5	17.39	9.09	*	69.57	54.55	*	13.04	36.36	*	23	11	*
All Grades	9.43	4.94	5.56	50.00	50.62	50.00	40.57	44.44	44.44	106	81	72

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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	14.29	*	33.33	35.71	*	50.00	50.00	*	12	14
1	10.00	0.00	*	45.00	41.67	*	45.00	58.33	*	20	12	*
2	5.88	0.00	0.00	41.18	66.67	45.45	52.94	33.33	54.55	17	12	11
3	0.00	0.00	30.77	72.73	85.71	46.15	27.27	14.29	23.08	22	14	13
4	7.14	20.00	14.29	71.43	75.00	64.29	21.43	5.00	21.43	14	20	14
5	0.00	36.36	*	73.91	45.45	*	26.09	18.18	*	23	11	*
All Grades	5.66	12.35	12.50	59.43	60.49	52.78	34.91	27.16	34.72	106	81	72

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. 50.94% of students in 21-22 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 21-22 scored Well Developed in the Reading Domain whereas the percentage was 5.56% in 22-23.
3. In 21-22, 12.35% of students scored Well Developed in the Writing Domain. In 22-23 12.5% of students scored Well Developed.

School and Student Performance Data

California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
318	**41.8%**	**23.9%**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in El Granada 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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	76	23.9%
Foster Youth		
Homeless	3	0.9
Socioeconomically Disadvantaged	133	41.8%
Students with Disabilities	51	16

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
Asian	4	1.3
Filipino	1	0.3
Hispanic	182	57.2
Two or More Races	18	5.7
Pacific Islander	1	0.3
White	111	34.9

Conclusions based on this data:

1. Student sub groups are primarily English Learners with 23.9% (down from 31.8% in 21-22) and Socioeconomically Disadvantaged Students 41.8% (down from 47.1% in 21-22)

2. Enrollment by race also is primarily Hispanic (57.2%) and White (34.9%)

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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Based on the 2023 dashboard, El Granada continues to show high rates of Chronic Absenteeism. We have moved from the red indicator in 21-22 to the orange indicator in 22-23 marking some improvement.
2. Both Mathematics and English Language Arts performance indicators are reflecting low performance based on 2023 dashboard results with some improvement. In ELA we are in the orange indicator zone with students 40.4

	points below standard and in Mathematics. In ELA we are in the orange indicator area with all students measuring 36.7 points below standard
3.	Suspension Rates at El Granada are very low

School and Student Performance Data

Academic Performance

English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Orange	 Orange	 No Performance Color
36.7 points below standard	63.9 points below standard	0 Students
Decreased -7 points	Decreased -14 points	
148 Students	57 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	 Red	 Red
1 Student	71.5 points below standard	106.7 points below standard
	Decreased -8.9 points	Decreased -11.5 points
	74 Students	35 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Less than 11 Students	Less than 11 Students
0 Students	0 Students	1 Student	0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Less than 11 Students	Less than 11 Students	Green
67.6 points below standard	5 Students	1 Student	18.8 points above standard
Decreased -13.2 points			Maintained -1.1 points
95 Students			46 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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
97.1 points below standard	18.3 points below standard	15.8 points below standard
Decreased Significantly -19 points	Decreased Significantly -20.9 points	Decreased -5.5 points
33 Students	24 Students	80 Students

Conclusions based on this data:

1. English Learners and Socioeconomically disadvantaged students received Low indicators for performance on the ELA assessment with a decrease from the previous year.
2. Students with disabilities received a Very Low indicator for performance on the ELA assessment with an 11.5% decrease in performance.
3. White students received a Green indicator for performance on the ELA assessment marking an acievement gap between our various student populations.

School and Student Performance Data

Academic Performance

Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	0	0	1

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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow	 Orange	 No Performance Color
40.4 points below standard	75.8 points below standard	0 Students
Increased +4 points	Decreased -13.4 points	
148 Students	57 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	 Orange	 Red
1 Student	72.4 points below standard	119 points below standard
	Maintained +1.8 points	Maintained -1 points
	74 Students	35 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 1 Student	Less than 11 Students 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 73 points below standard Decreased -8.5 points 95 Students	Less than 11 Students 5 Students	Less than 11 Students 1 Student	 Blue 20.8 points above standard Increased Significantly +23.4 points 46 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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
89.8 points below standard Decreased -8.7 points 33 Students	56.4 points below standard Decreased Significantly -29 points 24 Students	12 points below standard Increased Significantly +18.2 points 80 Students

Conclusions based on this data:

1. Current EL students are performing 89.8 points below standard in Mathematics while Reclassified students are performing 56.4 points below standard.
2. Socioeconomically disadvantaged students maintained their performance level from last year and remain in the red zone.
3. El Granada overall student performance increased by 4 points but are still performing over 40 points below the standard.

School and Student Performance Data

Academic Performance

English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Red
36.8% making progress towards English language proficiency
Number of EL Students: 57 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.

2023 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
11	24	0	20

Conclusions based on this data:

1. 20 students have progressed at least one ELPI.
2. 19% of students decreased one ELPI level.
3. 42% of students maintained ELPI level of 1-3

School and Student Performance Data

Academic Performance

College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career 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.

2023 Fall Dashboard College/Career Report for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2023 Fall Dashboard College/Career Reportby 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

Academic Engagement

Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Orange	 Orange	 No Performance Color
22.9% Chronically Absent	27.8% Chronically Absent	0 Students
Declined -2.9	Declined -10.5	
328 Students	90 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	 Orange	 Red
3 Students	26.2% Chronically Absent	31.5% Chronically Absent
	Declined -12	Increased 0.7
	145 Students	73 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	Less than 11 Students 5 Students	Less than 11 Students 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 25.5% Chronically Absent Declined Significantly -7.1 188 Students	22.2% Chronically Absent Increased 15.6 18 Students	Less than 11 Students 1 Student	Orange 18.6% Chronically Absent Increased 1.3 113 Students

Conclusions based on this data:

1. Overall El Granada's chronic absenteeism has improved from 21-22 to 22-23 moving us from the red performance indicator to the yellow performance indicator.
2. Students with Disabilities continue to be noted as Very High in their rates of Chronic Absenteeism.
3. English Learner and Socioeconomically Disadvantaged subgroups moved from the red to the orange performance indicator range.

School and Student Performance Data

Academic Engagement

Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Yellow	 Blue	 No Performance Color
0.9% suspended at least one day	0% suspended at least one day	0 Students
Increased 0.6	Maintained 0	
329 Students	90 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	 Green	 Orange
3 Students	0.7% suspended at least one day	2.7% suspended at least one day
	Maintained 0	Increased 2.7
	146 Students	73 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 5 Students	Less than 11 Students 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Blue 0.5% suspended at least one day Maintained 0 188 Students	0% suspended at least one day Maintained 0 18 Students	Less than 11 Students 1 Student	 Orange 1.8% suspended at least one day Increased 1.8 114 Students

Conclusions based on this data:

1. To maintain a low suspension rate we have developed and implemented a PBIS Framework, Restorative Justice practices, 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 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Achievement
Certificated staff will implement balanced literacy and mathematics practices daily to increase the number of students in each grade level meeting or exceeding grade level reading and math 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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

During the 2024-25 school year, teachers will continue to support access to the Common Core State Standards. Students are expected to improve by 2% in grade level proficiency in Language Arts as measured by reading levels in grades K-2, and as measured by Literably, and CAASPP assessments in grades 3 through 5.

All students shall have the necessary academic skills to prepare them to be 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.

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.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District assessment performance band movement in reading K-2	Baseline (2022): In kindergarten through second grade 42.6% of students were performing below benchmark based on the beginning of the year Acadience Data. In the fall of 2023, an average of 64% of students were below or well below the Dibels performance indicator.	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 for mathematics. In 2023-2024 the expected outcome was that students with disabilities would move from VERY LOW to LOW status marker. This expected outcome	On the CA Dashboard, students with disabilites will move from the VERY LOW status marker to at least the LOW status marker in mathematics by decreasing the number of points below the standard at which students are performing.

	was not reached as Students with Disabilities performed 119 points below the standard. The expected outcome will continue for 2024-2025.	
CAASPP ELA	Baseline (2022-2023): Below or far below grade level metric 56.9% (5th grade), 65.9% (4th grade), 55.1% (3rd grade). 36.7 points below standard overall (Orange performance indicator on CA Dashboard)	Increase by 2% in each grade the number of students approaching or below benchmark to at or above benchmark.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide research-based, targeted interventions beyond the school day for targeted subgroups of students who performing below benchmark in reading utilizing ELD standards-based instruction including, but not limited to: Benchmark (ELA curriculum), guided reading, phonics instruction and computer based reading programs.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. The goal is to provide two sessions with two groups per session.	Students performing below benchmark in reading with special attention to low income and socioeconomically disadvantaged students in grades 2-4	4800 Title I 1000-1999: Certificated Personnel Salaries Salary for staff member allocated to preparation and delivery of targeted small group intervention. (Pay at an hourly rate) 350 Title I 4000-4999: Books And Supplies Supplementary reading materials for small group instruction
1.2	Targeted individualized and adaptive support for all students with a specific target on students with disabilities utilizing technololy to build fundamental math skills and fluency through the use of Reflex Math (an online math program for students in grades 2-5).	Students performing below benchmark in mathematics grades 2-5 with a special focus on EL students, low income students and students with disabilites.	3295 Title I 4000-4999: Books And Supplies Annual schoolwide subscription to online program

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Use of local data to develop strategies and implement stpports for students has demonstrated success in increasing academic achievement across all subgroups. It has provided additional opportunities for learning in both mathematics and reading supports under-resourced students and works to narrow the achievement gap.

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

Some of the intended strategies outlined in the SPSA from 2023-2024 were not able to come to fruition due to a variety of factors. As a result, the site was able to gain clarity on the need for strategies that provided students with supplemental access to learning. The biggest change being an after school reading support class was developed and approved by the SSC. Funds were reallocated from professional development to fund this opportunity for student learning.

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 goal, outcomes and metrics will continue the same for the 2024-2025 school year. The strategies/activites have been modified as a result of analysis to focus more on direct services to students and less on professional development at this time. This is possible partially as a result of the district and site team providing robust professional development.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

At Promise Students: Reclassification, Academic Achievement and Engagement
By June 2025, we will increase the number of students eligible to be reclassified as Fluent English Proficient by 3% as measured by district reclassification criteria.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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 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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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. Still awating the numbers for 2023-2024.	Increase by 3% the number of students reclassifeid as FEP for 2024-2025
ELPAC data	In 2021-2022 14.1% of students achieved a 4 on the ELPAC exam. In 2022-2023 16% achieved a 4. Still awating the numbers for 2023-2024.	Increase by 3% the number of students achieving a 4 on the ELPAC exam.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Teachers will deliver designated ELD lessons in class daily	All English Learners	500 Title I 4000-4999: Books And Supplies Purchase of professional texts related to Reading,

			Writing, Math and English Language Development (ELD) to expand techniques and strategies related to Common Core literacy and ELD. (See Goal 1 for spending under Title I)
2.2	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.	At promise students, especially English Learners	2000 Other 1000-1999: Certificated Personnel Salaries Ed Effectiveness: 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.
2.3	ELD will be implemented daily for 30 minutes of Explicit Direct Instruction. Teachers will implement Benchmark Advanced ELD curriculum and utilize supplimental resources. Evidence will be collected in the form of ELPAC data, formative and summative assessments.	English Learners	

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

This was a new goal added for the 2023-2024 school year. As the the ELPAC data for 2023-2024 is not yet available, analysis cannot yet take place.

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.

Goal will continue for the 2024-2025 school year with the change that the percentage increase in reclassification rate will decrease from 4% to 3%.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Increase engagement with educational partners
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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Implement a stakeholder communication plan to support parental involvement.

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.

Increase engagement from our EL, latinx and socioeconomically disadvantaged communities.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Qualitative and quantitative 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 at promise.	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 a series of factors related to access and staffing, family learning evenings did not happen in the 23-24 school year. In 24-25 we hope to offer a minimum of one literacy based and one math based family learning events.	Hold a minimum of 2 Family Learning Events.
Increase attendance and engagement in ELAC committee events and meetings	in 22-23 the average ELAC event (not including DLAC) attendance was 4.6, in 23-24 the average was 9.	Increase the average ELAC engagement by at least 15%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

3.1	School to home communication across a variety of communication channels and formats including newsletters, email, text, phone calls and other types of outreach.	All Students	300 Title I 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. (Title I: Family Engagement)
3.2	Increase attendance and engagement in participation for on campus activites especially with regards to the ELAC meetings and events.	English Learners	350 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.
3.3	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 that can be utilized in the home to promote literacy in math, reading and english language development.	All Students	350 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. (Title I: Family Engagement) 500 Title I 1000-1999: Certificated Personnel Salaries Certificated staff hourly rate to plan and run family engagement night activities.

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Based on ELAC attendance data, family participation doubled in the 2023-2024 school year. Due to only 20 responses on the Panorama Survey, it is difficult to reach any chonclusions although the feedback from respondants was overall positive in regards to family engagement. We were not able to hold the family learning events anticipated for this school year. This goal and expected outcome will continue into the 2024-2025 school year with the hopes that interest and staffing will be available.

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 implementation of 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.

This goal will continue for the 2024-2025 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 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Positive School Climate: Safe and Supported Schools
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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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.

6% of the El Granada school population was referred to the COST team for supports and/or monitoring during the 2022-2023 school year and 10% for the 2023-2024 school year. Based on referrals and behavioral data, there is a need to increase Tier I and Tier II behavior intervention, Restorative Justice Practices and SEL supports on campus.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Office Referral Data	Due to the new implementation of the PowerSchools SIS, office referral data is not yet available. Informally, 102 office referrals were made, 1 suspension and 6 restorative circles held	Decrease the number and severity of office directed referrals by 10%
Suspension Data	3 suspensions in 2022-2023, 1 suspension in 2023-2024.	Maintain low suspension rates.
Referrals for Counseling Support	In 2022-2023 32 students were referred for non-Special Education therapeutic services. In 2023-2024 35 students were referred for non-Special Education theraputic services.	Maintain level of service for non-Special Education referred students.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.2	Provide Positive Behavior Intervention and Supports (PBIS) and School Link Services supplementary materials and resources for	All Students, especially those considered At Promise	750 Title I

	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.		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.
4.3	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.	All Students	500 General Fund 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 supplement curriculum
4.4	El Granada will continue to utilize Restorative Practices including Restorative Justice Circles as "Other Means of Correction" when dealing with student behaviors and conflicts in order to build community and decrease behavoir incidents.	All Students, especially those with an increase rate of behavior incindents.	

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

As a site we continued to create initiatives and support systems of positive behavior interventions on campus. We worked to continue to decrease suspension rates and incidents of behaviors referred to the office. Based on the CA Dashboard El Granada Elementary is currently rated in the Yellow Zone for the 2023-2024 school year when evaluting rates of student suspensions with 0.9% of students suspended at least one day.

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 implementaion 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.

This goal will continue for the 2024-2025 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 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Increase schoolwide attendance rates
Increase school attendance for all students. 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 with a specifically focus on students with disabilites, socioeconomically disadvantaged students and English Learner students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Maximize Student Outcomes

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.

Create positive interventions related to school attendance. With 25.8% of students chronically absent during the 21-22 school year and 22.9% in the 22-23 school year El Granada is showing improvements in attendance. Work remains to be done. Specific attention needs to be dedicated to EL students (who increased rates of attendance from 38.2% chronically absent in 21-22 to 27.8% in 22-23, socioeconomically disadvantaged students (who went from 38.2% in 21-22 to 26.2% in 22-23) and students with disabilites who increased chronic absenteeism rates from 30.8% in 21-22 to 31.5% in 22-23. Although these subgroups demonstrate improved attendance, they are still demostrating significant rates of chronic absenteeism.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	Baseline: EL students who increased rates of attendance from 38.2% chronically absent in 21-22 to 27.8% in 22-23. Socioeconomically disadvantaged students went from 38.2% in 21-22 to 26.2% in 22-23. Students with disabilites who increased chronic absenteeism rates from 30.8% in 21-22 to 31.5% in 22-23. Schoolwide chronic absenteeism rate was 22.9% as listed on the CA Dashboard for 2023.	Decrease chronic absenteeism by 5% schoolwide.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Create a positive messaging campaign around student attendance. Send post cards and letters home honoring students for consistent school attendance. Create incentives for positive school attendance.	All Students with a specific focus on students with disabilites.	500 General Fund 5000-5999: Services And Other Operating Expenditures Cost for purchasing and mailing postcards and certificates to families as well as purchasing positive reward incentives
5.2	Clarify messaging about when to keep a student home for an illness and when to send a student to school. Review and educate families about what symptoms to look for to determine whether a student should attend school.	All Students	
5.3	Communicate with families of students with disabilites. Learn about the barriers they face that lead to chronic absenteeism. Strategize with families to improve student attendance.	Students with disabilites	400 General Fund 5000-5999: Services And Other Operating Expenditures Based on the needs identified by families, purchasing some supports or materials may be needed.

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

There was a marked imporvement in chronic absenteeism for two target subgroups in the 2022-2023 school year: EL students (10% improvement) and Socioeconomically Disadvantaged students (12% improvement). There is still a need to support students with disabilites in improving chronic absenteeism. Schoolwide chronic absenteeism rates improved.

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.

No changes will be made to this goal for the 2024-2025 school year.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$14,595.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$11,195.00

Subtotal of additional federal funds included for this school: $11,195.00

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 ($)
General Fund	$1,400.00
Other	$2,000.00

Subtotal of state or local funds included for this school: $3,400.00

Total of federal, state, and/or local funds for this school: $14,595.00

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	805.00
Title III	10,000	10,000.00

Expenditures by Funding Source

Funding Source	Amount
General Fund	1,400.00
Other	2,000.00
Title I	11,195.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	7,300.00
4000-4999: Books And Supplies	5,745.00
5000-5999: Services And Other Operating Expenditures	1,250.00
5900: Communications	300.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	General Fund	500.00
5000-5999: Services And Other Operating Expenditures	General Fund	900.00
1000-1999: Certificated Personnel Salaries	Other	2,000.00
1000-1999: Certificated Personnel Salaries	Title I	5,300.00
4000-4999: Books And Supplies	Title I	5,245.00
5000-5999: Services And Other Operating Expenditures	Title I	350.00
5900: Communications	Title I	300.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	8,445.00
Goal 2	2,500.00
Goal 3	1,500.00
Goal 4	1,250.00
Goal 5	900.00

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
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
Amanda Bachelor	Parent or Community Member
Mary Campos	Parent or Community Member
Stephanie Morales	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 15, 2024.

Attested:

	Principal, Ms. Erin O'Connor-Brown on May 14, 2024
	SSC Chairperson, Carrie Blanton on May 15, 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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- **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.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  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 *EC* 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.
- Funding Sources: List the 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.

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

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
         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.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: 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 (S*ections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: 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/

Updated by the California Department of Education, October 2023

School Year: **2024-25**

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	41 68890 6043632	June 3, 2024	June 13, 2024

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 2024, parents/guardians and staff participated in the Panorama Survey to provide feedback on their school experience. Of those who participated, 84% responded favorably to questions about barriers to engagement, 79% responded favorably to questions about school climate, while 51% responded favorably to questions about family engagement.

In the Spring of 2024, our School Site Council (SSC) met to discuss our CAASPP data from Spring 2023 to determine potential areas of focus within our SPSA for the coming school year. Math was identified as the first priority for improvement based on CAASPP data. Suggestions include the following:

- English Learner support
- Data-driven strategies for Math needed
- Incorporate project-based Math learning and other Math strategies in the after-school enrichment program
- Continue ELPAC & CAASPP Test Prep sessions
- Reading intervention

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.

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.

This year, one key instructional focus in grades K-5 will be the continued 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.

During the 2023-2024 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 our recently adopted FOSS Science curriculum and identifying cross-curricular connections among our Benchmark Advance ELA units, FOSS Science modules, and Mystery Science units.

Our school Leadership Team has decided on the following professional development topics for the 2024-2025 year: Dyslexia and Outdoor/Environmental Education

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 2024-2025 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.

The Dibels 8th is a quick “Universal Screener” to identify deficits in reading ability for K - 3 students. These assessments are administered three times per year and assess a variety of skills such as identifying letter names and sounds, reading decodable and non-decodable words, and reading a book. Students’ scores are used to determine if additional interventions are needed and what skill areas need to be supported.

All Farallone View 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 (income limits apply). Additionally, we hope to continue our after-school Art and Science Enrichment Clubs for English Learners, at-promise students, and students in need of social-emotional support.

Teachers utilize 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 themes at the site-level that school year involved environmental education, outdoor education, and Social Studies. We have continued to focus on environmental education and outdoor education during the current school year (2023-2024) while adding the exploration of our new FOSS Science curriculum and identifying cross-curricular connections, 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 2023-2024 school year involved exploring strategies for hands-on learning with the assistance of presenters from California Academy of Sciences and Coastside Land Trust. We also focused on holistic lesson planning by exploring cross-curricular connections in our English Language Arts and Science curricula as they relate to the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS).

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, CUSD's Big Lift Literacy Specialist/Resource Specialist Program Teacher worked closely with K-3 teachers this year and last 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 principal and enrichment teachers/specialists to develop flexible schedules that would accommodate intervention courses.

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 and Heggerty as supplementary curricula 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. Our after-school enrichment clubs are offered 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 participating in a multi-year 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 and Heggerty 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, 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 have received training to support our at-promise and underperforming students.

Fiscal support (EPC)

Farallone View reviews LCFF Base funding (RU) to provide sufficient support to all of our students and to our designated subgroups of students. During the 2023-2024 school year, we utilized funds from an Educator Effectiveness Grant to provide additional opportunities for quality professional development, training, and books/instructional materials 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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%	0	0	
African American	%	0%	%	0	0	
Asian	%	0%	0.64%	0	0	1
Filipino	%	0%	%	0	0	
Hispanic/Latino	21.89%	18.29%	15.38%	37	30	24
Pacific Islander	%	0%	%	0	0	
White	65.68%	70.73%	72.44%	111	116	113
Multiple/No Response	12.43%	10.98%	11.54%	21	18	18
			Total Enrollment	169	164	156

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	26	23	25
Grade 1	27	23	25
Grade 2	20	31	23
Grade3	36	23	30
Grade 4	28	35	23
Grade 5	32	29	30
Total Enrollment	169	164	156

Conclusions based on this data:

1. Our enrollment has declined over the years. 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 whereas enrollment was closer to 288 in 2019-2020.
3. Our student enrollment decreased slightly from 2021-2022 to 2022-2023.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners (EL)	10	13	16	5.9%	7.9%	10.3%
Fluent English Proficient (FEP)	8	8	12	4.7%	4.9%	7.7%
Reclassified Fluent English Proficient (RFEP)	2	3		%	%	

Conclusions based on this data:

1. The number of English Learner students at our school site 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 English Learners and Fluent English Proficient students decreased from the 2022-2023 school year to the 2023-2024 school year.
3. Given the low number of English Learners at our site, the reclassification rate is actually quite good. We attribute this to our continued Tier I supports for our English Learners as well as our integrated English Language Development efforts. We also continued our ELPAC test prep sessions to our English Learners for the second consecutive year.

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	25	N/A	34	25	N/A	34	25	N/A	94.4	100.0
Grade 4	N/A	29	33	N/A	28	32	N/A	28	32	N/A	96.6	97.0
Grade 5	N/A	32	29	N/A	31	28	N/A	31	28	N/A	96.9	96.6
All Grades	N/A	97	87	N/A	93	85	N/A	93	85	N/A	95.9	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	N/A	2470.	2467.	N/A	50.00	48.00	N/A	17.65	28.00	N/A	23.53	4.00	N/A	8.82	20.00
Grade 4	N/A	2490.	2520.	N/A	28.57	53.13	N/A	35.71	21.88	N/A	21.43	12.50	N/A	14.29	12.50
Grade 5	N/A	2528.	2548.	N/A	22.58	35.71	N/A	35.48	39.29	N/A	29.03	14.29	N/A	12.90	10.71
All Grades	N/A	N/A	N/A	N/A	34.41	45.88	N/A	29.03	29.41	N/A	24.73	10.59	N/A	11.83	14.12

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	*	50.00	N/A	*	37.50	N/A	*	12.50
Grade 5	N/A	22.58	*	N/A	67.74	*	N/A	9.68	*
All Grades	N/A	31.18	42.35	N/A	61.29	50.59	N/A	7.53	7.06

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	*	25.00	N/A	*	59.38	N/A	*	15.63
Grade 5	N/A	16.13	*	N/A	64.52	*	N/A	19.35	*
All Grades	N/A	12.90	27.06	N/A	72.04	57.65	N/A	15.05	15.29

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	*	18.75	N/A	*	71.88	N/A	*	9.38
Grade 5	N/A	19.35	*	N/A	77.42	*	N/A	3.23	*
All Grades	N/A	20.43	21.18	N/A	75.27	70.59	N/A	4.30	8.24

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	*	37.50	N/A	*	50.00	N/A	*	12.50
Grade 5	N/A	32.26	*	N/A	58.06	*	N/A	9.68	*
All Grades	N/A	25.81	29.41	N/A	63.44	62.35	N/A	10.75	8.24

Conclusions based on this data:

1. 75.29% of our third-fifth grade students met or exceeded standard for the 2022-2023 ELA CAASPP overall. This is an increase of 11.85% compared to the 2021-2022 ELA CAASPP. One possible explanation for this increase was the fact that we implemented CAASPP test preparation sessions for our third-fifth grade students in the Spring of 2023. 36.5% of our third-fifth grade students attended these sessions.
2. The percentage of students who nearly met or did not meet standard overall as measured by the ELA CAASPP decreased from 36.56% in 2021-2022 to 24.71% in 2022-2023. While this shows significant improvement in student achievement on the ELA CAASPP, there is still work to be done to better support over a third of our student population.
3. The percentage of students in third grade who nearly met or did not meet standard overall as measured by the CAASPP decreased from 32.35% in 2021-2022 to 24% in 2022-2023. Meanwhile, the percentage of students in third grade who met or exceeded standard overall as measured by the ELA CAASPP increased from 67.65% in 2021-2022 to 76% in 2022-2023. One possible explanation for this increase was the fact that we implemented CAASPP test preparation sessions for our third-fifth grade students in the Spring of 2023. 64% of our third grade students attended these sessions.

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	25		34	25		34	25		94.4	100.0
Grade 4		29	33		28	32		28	31		96.6	97.0
Grade 5		32	29		32	29		32	29		100.0	100.0
All Grades		97	87		94	86		94	85		96.9	98.9

* 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.	2468.	N/A	35.29	36.00	N/A	47.06	32.00	N/A	8.82	20.00	N/A	8.82	12.00
Grade 4	N/A	2488.	2522.	N/A	17.86	32.26	N/A	32.14	41.94	N/A	35.71	22.58	N/A	14.29	3.23
Grade 5	N/A	2531.	2541.	N/A	25.00	31.03	N/A	28.13	27.59	N/A	31.25	24.14	N/A	15.63	17.24
All Grades	N/A	N/A	N/A		26.60	32.94		36.17	34.12		24.47	22.35		12.77	10.59

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	*	35.48	N/A	*	54.84	N/A	*	9.68
Grade 5	N/A	31.25	*	N/A	56.25	*	N/A	12.50	*
All Grades	N/A	32.98	32.94	N/A	55.32	52.94	N/A	11.70	14.12

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	*	35.48	N/A	*	61.29	N/A	*	3.23
Grade 5	N/A	18.75	*	N/A	62.50	*	N/A	18.75	*
All Grades	N/A	29.79	32.94	N/A	55.32	57.65	N/A	14.89	9.41

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	*	25.81	N/A	*	64.52	N/A	*	9.68
Grade 5	N/A	12.50	*	N/A	75.00	*	N/A	12.50	*
All Grades	N/A	21.28	23.53	N/A	65.96	70.59	N/A	12.77	5.88

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. Approximately 33% did not meet or nearly met standard in Math for the 2022-2023 school year (as measured by CAASPP) compared to 24.71% who did not meet or nearly met standard in ELA. This suggests that additional supports in Mathematics are needed.
2. 67.06% of our third-fifth grade students met or exceeded standard for the Math CAASPP overall. This is an increase of 4.29% compared to the 2022 Math CAASPP. One possible explanation for this increase was the fact that we implemented CAASPP test preparation sessions for our students in the Spring of 2023.
3. Overall, students in fourth grade had a significantly lower percentage of students who did not meet standard compared to third and 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 third and fifth grades during the 2022-2023 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	9

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

   2023 Summative ELPAC data is not displayed due to the small number of English Learners on campus that year.

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.

   2023 Summative ELPAC data is not displayed due to the small number of English Learners on campus that year.

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.

   2023 Summative ELPAC data is not displayed due to the small number of English Learners on campus that year.

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
164	**14.6**	**7.9**	Students whose well being is the responsibility of a court.
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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	13	7.9
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	24	14.6
Students with Disabilities	7	4.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
Hispanic	30	18.3
Two or More Races	18	11
White	116	70.7

Conclusions based on this data:

1. Our student population in 2022-2023 was comprised of three major ethnic groups: White (70.7%), Hispanic (18.3%), and students of two or more races (11%).
2. We have a low percentage of students with disabilities (4.3%), English Learners (7.9%), and students who are considered socioeconomically disadvantaged (14.6%). 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Based on the 2023 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) as well as the training of our noon duty supervisors and 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 2023 data.

School and Student Performance Data

Academic Performance
English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Blue	Less than 11 Students	 No Performance Color
43.8 points above standard	8 Students	0 Students
Increased Significantly +15.9 points		
79 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	36.9 points above standard	Less than 11 Students
0 Students	Increased Significantly +61.3 points	6 Students
	18 Students	

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
18.8 points above standard Increased Significantly +53.1 points 14 Students	Less than 11 Students 10 Students	No Performance Color 0 Students	Green 43.3 points above standard Maintained +0.1 points 55 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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students 3 Students	Less than 11 Students 5 Students	51.4 points above standard Increased +11.3 points 70 Students

Conclusions based on this data:

1. Our student performance on the 2023 CAASPP assessment improved within the following subgroups: socioeconomically disadvantaged students and/or Hispanic students. Hopefully this points to improved systems of support for our at-promise students.

School and Student Performance Data

Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Green	Less than 11 Students	 No Performance Color
24.6 points above standard	8 Students	0 Students
Increased +9.2 points		
80 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	16.8 points above standard	Less than 11 Students
0 Students	Increased Significantly +27.2 points	6 Students
	18 Students	

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
8.1 points above standard Increased Significantly +30 points 14 Students	Less than 11 Students 10 Students	No Performance Color 0 Students	Green 22 points above standard Maintained -1.8 points 55 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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students 3 Students	Less than 11 Students 5 Students	26.5 points above standard Increased +5.8 points 71 Students

Conclusions based on this data:

1. Our student performance on the 2023 Math CAASPP assessment improved within the following subgroups: socioeconomically disadvantaged students and/or Hispanic students. Hopefully this points to improved systems of support for our at-promise students.
2. Even though there were increases in student performance on the 2023 Math CAASPP assessment, these gains were not as significant as those in English Language Arts. We plan on providing additional targeted supports for our socioeconomically disadvantaged and/or Hispanic students.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
making progress towards English language proficiency
Number of EL Students: 6 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.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**

Conclusions based on this data:

1. 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career 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.

2023 Fall Dashboard College/Career Report for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2023 Fall Dashboard College/Career Reportby 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

Academic Engagement
Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Red	16.7% Chronically Absent	 No Performance Color
18.3% Chronically Absent	Increased 7.6	0 Students
Increased Significantly 3.8	12 Students	
169 Students		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 No Performance Color	20.7% Chronically Absent	16.7% Chronically Absent
0 Students	Increased 5.7	Declined -16.7
	29 Students	12 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 20% Chronically Absent Increased 4.6 30 Students	14.3% Chronically Absent Maintained 0 21 Students	No Performance Color 0 Students	Orange 18.6% Chronically Absent Increased 4.4 118 Students

Conclusions based on this data:

1. Our overall percentage of chronic absenteeism for the 2022-2023 school year was relatively high at 18.3%. This is consistent with high trends of chronic absenteeism across the state and nation after the COVID-19 pandemic.
2. The rate of chronically absent students is high across the three major ethnic demographics was relatively consistent: 20% Hispanic, 14.3% Two or More Races, and 18.6% White. This suggests that there is much work to be done to keep our students engaged at school.
3. We continue to revamp our Positive Behavioral Interventions and supports (PBIS), meet with parents/guardians of students who are chronically absent to determine ways we can work together to support their children, and provide engaging instruction within the classroom setting as means of mitigating chronic absenteeism. There is still much work to be done, however.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Blue	0% suspended at least one day	 No Performance Color
0% suspended at least one day	Maintained 0	0 Students
Declined -0.6	15 Students	
174 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Blue	0% suspended at least one day
0 Students	0% suspended at least one day	Maintained 0
	Maintained 0	12 Students
	30 Students	

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Blue 0% suspended at least one day Maintained 0 32 Students	0% suspended at least one day Maintained 0 21 Students	 No Performance Color 0 Students	 Blue 0% suspended at least one day Declined -0.9 121 Students

Conclusions based on this data:

1. Our suspension rate remained quite low (0%) in 2022-2023 due to our school's focus on social-emotional supports. Our school staff actively employ restorative practices when addressing negative student behaviors. We actively advocate for, support, and offer referrals for students, families, and/or 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 2025, the percentage of all students at or above end-of-year grade level benchmark in reading in Kindergarten through fifth grade, as measured by DIBELS 8th Edition assessments, will increase by 5% from the baseline (to be established in May 2024). In addition, by June 2025, the percentage of students in grades 3-5 who are performing at or above standard in Math, as measured by the CAASPP assessment, will increase by 5% from the baseline.

Identified Need

Based on beginning-of-year, middle-of-year, and end-of-year DIBELS 8th Edition assessments administered in Kindergarten through third grade during the 2023-2024 school year, we have a noteworthy percentage of students who are well below or below benchmark in Reading. Also, based on CAASPP data from the past few years, since our students are not performing as well in Math compared to English Language Arts, there is an identified need for additional supports in Math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
DIBELS 8th Edition assessments	Baseline: With the district-wide implementation of the DIBELS 8th Edition assessment this year, a baseline was recorded in Fall 2023. Percentages of students at or above beginning-of-year grade level benchmark as measured by Dibels Assessment: Kindergarten: 24% First Grade: 44% Second Grade: 52% Third Grade: 73% Actual End-of-Year Outcome: Percentages of students at or above end-of-year grade level benchmark as measured by	5% increase at each grade level (from the May 2024 end-of-year baseline) by June 2025

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Dibels 8th Edition assessment May 2024 Kindergarten: 50% First Grade: 57% Second Grade:77% Third Grade: 80%	
Summative Math CAASPP data	Baseline: 67% of 3rd - 5th graders met or exceeded standard on the summative Math CAASPP in 2023 Actual: TBD	5% increase of students who meet or exceed standard on the summative Math CAASPP by 2025

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. Students in grades 2-5 will also practice their basic addition, subtraction, multiplication, and division skills via an online Math fluency program called Reflex 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)
250	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Hourly rate for 2 certificated staff members to lead 3 Family Engagement Nights
750	LCFF - Supplemental 4000-4999: Books And Supplies Books and supplies needed for 3 Family Engagement Nights
3,295	General Fund 0001-0999: Unrestricted: Locally Defined

	One-year site license for Reflex Math online program

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

Teachers will engage in data chats with our district-wide literacy specialist at least twice per year 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: 2023-24

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 2023-2024 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

(grades K-5) as well as DIBELS 8th Edition assessment data (grades K-3), 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 continued to work through the Lexia online literacy program both at school and at home. Farallone View hosted three Family Engagement Nights this year (Math, Literacy, and Environmental/Outdoor Education), as well.

With the district-wide implementation of the DIBELS 8th Edition assessment this year, a baseline was recorded in Fall 2023. Percentages of students at or above beginning-of-year grade level benchmark as measured by Dibels Assessment:

Kindergarten: 24%
First Grade: 44%
Second Grade: 52%
Third Grade: 73%

Percentages of students at or above end-of-year grade level benchmark as measured by Dibels Assessment May 2024

Kindergarten: 50%
First Grade: 57%
Second Grade: 77%
Third Grade: 80%

While this assessment data shows noteworthy growth in grades K-3 this year, especially at the Kindergarten level, there is still a significant percentage of students in need of reading support at the Kindergarten and first grade levels.

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 2023-2024 SPSA were implemented during that school year. No funding for staffing was needed for the family engagement nights as the principal collaborated with PTO to coordinate these events this 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.

CUSD is currently implementing a research-based shift in reading instruction that would use data from universal assessments (DIBELS 8th) to provide direct, structured, and systematic instruction. With this shift to the Science of Reading, there will be less focus on students' independent reading level as measured by Fountas & Pinnell or Literably. DIBELS 8th assessment data will be our baseline moving forward.

There doesn't appear to be a need for childcare at the family engagement nights as they are currently structured. That proposed expenditure will be removed for the 2024-2025 SPSA.

Based on conversations with our School Site Council as well as site-based data analysis, we are adding a Math component to this goal for the 2024-2025 SPSA as a means of better supporting our students in Math.

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-Economically Disadvantaged.

Goal 2

By June 2025, the number of English Learner students who earn an overall score of 4 on the ELPAC assessment (and are therefore able to be reclassified as Fluent English Proficient) by 3% as measured by district reclassification criteria.

Identified Need

As measured by our 2024 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: 11% of ELs earned an overall score of 4 on the 2023 ELPAC assessment ACTUAL: 14.3% of ELs earned an overall score of 4 on the 2024 ELPAC assessment	Approximately 17% of total English Learners (ELs) will earn an overall score of 4 on the 2025 ELPAC assessment

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All 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)
3,700	General Fund 2000-2999: Classified Personnel Salaries 1 classified staff member supervising after-school enrichment clubs three days a week for 30 weeks. This includes one hour of prep/planning time daily in addition to one hour of supervision each day.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

At-promise students, especially English Learners

Strategy/Activity

Provide structured opportunities to engage in practice CAASPP and ELPAC tests after school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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)
1,500	Other 5800: Professional/Consulting Services And Operating Expenditures Professional development registration fees.

Annual Review

SPSA Year Reviewed: 2023-24

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.

11.11% of our English Learners earned an overall score of 4 on the summative ELPAC assessment in Spring 2023 while 14.3% did so on the Spring 2024 summative ELPAC assessment. Our English Learner enrollment decreased during the 2023-2024 year since some students enrolled at different schools and/or relocated. This affected our reclassification rate.

All of the strategies for Goal 2 were implemented as planned.

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

Teachers participated in our district and site-based professional development this year. Therefore no PD registration fees were incurred.

We were not able to staff an after-school reading enrichment club. Therefore, no funds were spent on that strategy.

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 proposed expenditures concerning professional development and substitute teacher coverage will be removed for the coming school year due to no utilization of this offer for the past several years.

There may be an opportunity to provide a reading enrichment club through our library next year. This would involve no additional funding.

The funds allotted for the enrichment club will be increased next year to better match actual expenditures.

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 2025, Farallone View Elementary School will increase our family engagement by 5% as measured by the Panorama Education Survey.

Identified Need

The Spring 2024 Panorama Survey data indicated that 51% 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.	16.7% at Family Math Night 2024 97.4% attendance at Spring Conferences 2024	20% attendance at engagement nights and other school events; 100% attendance at parent-teacher conferences
Panorama Survey	51% as measured by Spring 2024 Panorama Education Survey	56% as measured by Spring 2025 Panorama Education 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

CUSD will host district-wide educational DELAC meetings. 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 work on publicizing and marketing our Family Engagement Nights in an effort to reach a greater Farallone View parent population and provide tools/strategies that focus on structured literacy, Math, and/or environmental 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)

Annual Review

SPSA Year Reviewed: 2023-24

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.

According to the Spring 2024 Panorama Education Survey, 51% of families who responded favorably to feeling involved and engaged at school. We exceeded our goal of a 5% increase since this was an increase of 11% from the previous survey in 2023.

Our Spring Conference attendance rate decreased ever so slightly from 97.6% attendance at Spring Conferences 2023 to 97.4% at Spring Conferences 2024. We will continue to aim for 100% participation.

We continue to host DELAC meetings at the district level and discuss 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 increased the number of family engagement nights this year. These events focused on Math, literacy, and environmental literacy.

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

N/A

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 (2024-2025), we will continue to implement the strategies/activities listed in our 2024-2025 SPSA under Goal 3. We may 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 maintain or decrease the number of students identified as needing targeted (Tier 2) and intensive (Tier 3) social, emotional, and mental health supports by June 2025, as measured by data from our Coordination of Services Team (COST).

Identified Need

As of May 2024, 8.3% of our student population had been referred to and/or monitored by the COST team during the 2023-2024 school year. There is still a noteworthy 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	8.3% of student population referred to and/or monitored by our COST team during the 2022-2023 school year	5% (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)
154.64	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: 2023-24

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 implemented the strategies outlined above and were able to reach the goal outlined above. 15.8% of our student population was identified as needing additional Tier 1, 2, and/or 3 supports during COST team meetings within the 2022-2023 school year while only 8.4% was identified during the 2023-2024 school year. This is a significant decrease we attribute to our continued work within our Multi-Tiered Systems of Support (MTSS). 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.

N/A

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 significant decrease in the number of students identified as needing additional supports through the Coordination of Services Team (COST) this year, our goal has been modified slightly to reflect a goal of maintaining or decreasing the number of students in need of Tier 2 and Tier 3 supports.

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

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.

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	$11,334.04

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	$8,834.04
LCFF - Supplemental	$1,000.00
Other	$1,500.00

Subtotal of state or local funds included for this school: $11,334.04

Total of federal, state, and/or local funds for this school: $11,334.04

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	1,305.96

Expenditures by Funding Source

Funding Source	Amount
General Fund	8,834.04
LCFF - Supplemental	1,000.00
Other	1,500.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	3,295.00
1000-1999: Certificated Personnel Salaries	1,034.40
2000-2999: Classified Personnel Salaries	3,854.64
4000-4999: Books And Supplies	1,650.00
5800: Professional/Consulting Services And Operating Expenditures	1,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0001-0999: Unrestricted: Locally Defined	General Fund	3,295.00
1000-1999: Certificated Personnel Salaries	General Fund	784.40
2000-2999: Classified Personnel Salaries	General Fund	3,854.64
4000-4999: Books And Supplies	General Fund	900.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	250.00

4000-4999: Books And Supplies	LCFF - Supplemental	750.00
5800: Professional/Consulting Services And Operating Expenditures	Other	1,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	4,295.00
Goal 2	5,984.40
Goal 4	1,054.64

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:

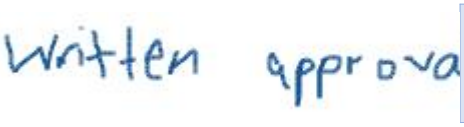
Signature	Committee or Advisory Group Name

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 .

Attested:

	Principal, Amy McVicker on June 3, 2024
	SSC Chairperson, Sara Neale on June 3, 2024

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: **2024-25**

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 31, 2024	June 13, 2024

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 May 2024
If you are feeling uncomfortable with a classmate or someone else, do you know who to talk to? Name 3 people. 95% yes - 5% sometimes
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. 89% yes - 9% sometimes - 2%% no
Do kids at KMES know the rules of the classroom? 68%-yes 32% - sometimes,
The playground? 48%-yes - 45%-sometimes - 7% - no Do staff/teachers handle a broken rule well? 77%-well and 22%-sometimes well
Do you feel welcome in joining other kids' games? Give an example.
85% - yes and 15% - sometimes

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; such as, Spring Open House.

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-3rd grade students are screened three times a year with DIBELS too. Each Kindergarten student is assessed in September using Brigance Inventory of Basic Skills as well.

Writing: Teachers' College Writers' Workshop Rubrics will be used to assess skills in genres for opinion/argument, information, and narrative writing. Benchmark Advance is and will be used to assess and modify instruction in spelling, decoding, word study, grammar, writing and vocabulary.

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 2024. 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 2024--2025 school year will focus the six professional development days on VAPA curriculum/practices, science of reading and understanding Lexia, DIBELS, and Heggerty and how it integrates with Benchmark and teaching effective Multi-Age classrooms.

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 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 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 Benchmark Advance to better align with the Common Core Standards for English Language Arts. Students are using Bridges Math. One-to-one computing devices are available in grades K-5.

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.

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, Fundations and Heggerty 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 VFCR 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 Benchmark Advance. 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 2023/2024, categorically-funded services will include professional development to support Visual arts and Performing Arts (VAPA) and Silicon Valley Math Initiative.

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, DIBELS screener results,CAASPP test results, 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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%	0	0	
African American	%	3.77%	2.38%	0	2	1
Asian	3.45%	1.89%	%	2	1	
Filipino	%	0%	2.38%	0	0	1
Hispanic/Latino	20.69%	16.98%	19.05%	12	9	8
Pacific Islander	%	0%	%	0	0	
White	67.24%	69.81%	73.81%	39	37	31
Multiple/No Response	8.62%	7.55%	2.38%	5	4	1
			Total Enrollment	58	53	42

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	14	10	10
Grade 1	6	11	8
Grade 2	3	5	8
Grade3	11	5	4
Grade 4	12	10	3
Grade 5	12	12	9
Total Enrollment	58	53	42

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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners (EL)	3	2	2	5.2%	3.8%	4.8%
Fluent English Proficient (FEP)	3	2	0	5.2%	3.8%	0
Reclassified Fluent English Proficient (RFEP)	1	2		1.7%	3.8%	

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	4		12	*		12	*		100.0	
Grade 4		12	9		12	9		12	9		100.0	100.0
Grade 5		12	10		10	10		10	10		83.3	100.0
All Grades		36	23		34	21		34	21		94.4	91.3

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	38.10		32.35	42.86		5.88	19.05		14.71	0.00

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, CAASPP 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	4		12	*		12	*		100.0	
Grade 4		12	9		12	9		12	9		100.0	100.0
Grade 5		12	10		11	10		11	10		91.7	100.0
All Grades		36	23		35	21		35	21		97.2	91.3

* 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	52.38		14.29	14.29		37.14	33.33		8.57	0.00

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
5		*	*		*	*		*	*		*	*
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
5		*	*		*	*		*	*		*	*		*	*
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
5		*	*		*	*		*	*		*	*		*	*
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
5		*	*		*	*		*	*		*	*		*	*
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
5		*	*		*	*		*	*		*	*
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
5		*	*		*	*		*	*		*	*
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
5		*	*		*	*		*	*		*	*
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
5		*	*		*	*		*	*		*	*
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 2022-2023, Kings Mountain administered ELPAC assessments.

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
53	**15.1**	**3.8**	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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	2	3.8
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	8	15.1
Students with Disabilities	4	7.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	3.8
Asian	1	1.9
Hispanic	9	17
Two or More Races	4	7.5
White	37	69.8

Conclusions based on this data:

1. In 2022-2023, Kings Mountain administered ELPAC assessments.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
	Chronic Absenteeism  Red	**Suspension Rate**  Blue

Conclusions based on this data:

1. Kings Mountain School provides supports for all students to succeed socially, emotionally, and academically.

School and Student Performance Data

Academic Performance
English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
55.3 points above standard Increased +11.4 points 22 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 No Performance Color 0 Students	Less than 11 Students 2 Students	Less than 11 Students 2 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 1 Student	 No Performance Color 0 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Less than 11 Students 3 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students	72.8 points above standard Increased Significantly +18.9 points 16 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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students 1 Student	Less than 11 Students 1 Student	74.8 points above standard Increased Significantly +22.4 points 19 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
35 points above standard Maintained -1.2 points 22 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	Less than 11 Students 2 Students	Less than 11 Students 2 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 1 Student	 No Performance Color 0 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Less than 11 Students 3 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students	61.6 points above standard Increased Significantly +29.5 points 16 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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students 1 Student	Less than 11 Students 1 Student	56.1 points above standard Increased +8.9 points 19 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
making progress towards English language proficiency
Number of EL Students: 1 Student
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.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**

Conclusions based on this data:

1. Public reports protect student privacy when 10 or fewer students had valid test scores/data as indicated by an asterisk*.

School and Student Performance Data

Academic Performance
College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career 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.

2023 Fall Dashboard College/Career Report for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2023 Fall Dashboard College/Career Reportby 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

Academic Engagement
Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	0	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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Red	Less than 11 Students	 No Performance Color
33.3% Chronically Absent	3 Students	0 Students
Increased 16.9		
54 Students		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 No Performance Color	Less than 11 Students	Less than 11 Students
0 Students	8 Students	6 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 2 Students	 No Performance Color 0 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Less than 11 Students 9 Students	Less than 11 Students 4 Students	 No Performance Color 0 Students	 Red 31.6% Chronically Absent Increased 16.9 38 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	1

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Blue 0% suspended at least one day Maintained 0 54 Students	Less than 11 Students 3 Students	 No Performance Color 0 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	Less than 11 Students 8 Students	Less than 11 Students 6 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 2 Students	 No Performance Color 0 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Less than 11 Students 9 Students	Less than 11 Students 4 Students	 No Performance Color 0 Students	 Blue 0% suspended at least one day Maintained 0 38 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.

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 DIBELS (K-2) and CAASPP (3-5). All English Language Learners will be eligible for reclassification by the end of fifth grade.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
DIBELS and Literably Reading Assessment	DIBELS and Reading Mid-year Assessment data indicates 64% meet or exceeded benchmark and 36% are below or approaching benchmark.	Increase the number of students meeting or exceeding grade level reading standards to 80% of students in grade K through 5th.
CAASPP, California Assessment of Student Performance and Progress, in ELA for grades 3rd through 5th.	81% of students' scores on the 2023 CAASPP ELA Overall Achievement Met or Exceeded Standard. 19% of students' scores on the 2023 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 reading assessments every 6 to 8 weeks; DIBELS once a trimester.

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 - Heggerty

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 Benchmark materials.

Annual Review

SPSA Year Reviewed: 2023-24

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 Advance 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 DIBELS, (K-2), Fountas & Pinnell (K/1), Literably 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. 83% 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 3-5-2022-2023 State (CAASPP)	81% of students met benchmark in ELA on 2022-23 CAASPP	An increase to 83% meet or exceed benchmark in ELA on CAASPP
Grades 3-5-2021-2023 State (CAASPP)	67% of students met or exceeded Spring 2022-23 Math CAASPP Assessments	An increase to 70% meet or exceed benchmark as measured by CAASPP
K-2 DIBELS and Literably for 2nd grade	Mid-year - K-2 - 66% met or exceeded and 34% below or far below.	An increase to 70% meet or exceed benchmark midyear.

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: 2023-24

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 2022-23 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	93% family and community participation at 2023-24 Open House, Class Performances and raffle.	Achieve 95% family participation at 2024-25 school events.
Family Engagement Survey - Family Engagement	Nine 2024 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: 2023-24

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, Open House raffle and Chinese Dance Performance 5/30/24.

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 (implementation of PBIS)

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 May 2024 If you are feeling uncomfortable with a classmate or someone else, do you know who to talk to? Name 3 people. 95% yes and 5% sometimes. 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. 89% yes - 9% sometimes, 2% no Do kids at KMES know the rules of the classroom? 68% yes and 32% sometimes. The playground? 48% yes, 45% sometimes, 7% no. Do staff/teachers handle broken rules well? 78%-well and 22% sometimes.	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 and playgournd? How do you feel a broken rule is handled by staff?

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Do you feel welcome in joining other kids' games? Give an example. 86% yes and 14% sometimes.	
2024 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)
	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Professional Development (Parent, Teacher and Student training)

Annual Review

SPSA Year Reviewed: 2023-24

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 2024.

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

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)

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	$1,200.00

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 ($)
LCFF - Supplemental	$200.00
Other	$1,000.00

Subtotal of state or local funds included for this school: $1,200.00

Total of federal, state, and/or local funds for this school: $1,200.00

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	331.26	331.26
Title III	381.20	381.20

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	200.00
Other	1,000.00

Expenditures by Budget Reference

Budget Reference	Amount
4000-4999: Books And Supplies	200.00
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
None Specified	Other	1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 2	1,000.00
Goal 3	200.00

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

Name of Members	Role
Debbie Silveria/Site Coordinator	Principal
Maile Springer	Classroom Teacher
Kate Berkowitz	Classroom Teacher
Lesli Schmutz	Other School Staff
Krystal Grady	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 31, 2024.

Attested:

	Principal, Debbie Silveria/Site Coordinator on 5/31/2024
	SSC Chairperson, Krystal Grady on 5/31/2024

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: **2024-25**

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 School	41688906043665	May 30, 2024	June 13,2024

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.

This SPSA addresses the status of Cunha Intermediate as it relates to CAASPP scores, attendance data, and suspension rates.

The Cunha SPSA goals for 2024-2025 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 students and Socio-Economic Disadvantaged students

Alignment:

Priority 1: Academic Improvement
Goal 1, College and Career: Improve College and Career awareness, readiness, and attainment for all students
Goal 2, Early Literacy: Expand early literacy efforts for broader academic readiness
Goal 3, Culturally Responsive Classrooms: Promote meaningful, relevant, and respectful instruction for all students

Priority 2: Focus on Equity
Goal 4, Improved Achievement for At-Promise Students: Increased academic outcomes using best practice instruction

Priority 3: Whole Child
Goal 7, Layers of Support: Continue student wellness strategies and monitor student outcome data to support the whole child

Goal 2: Increase resources, programs, and supports for students with disabilities at Cunha to increase test scores for ELA and Math

Alignment:

Priority 1: Academic Improvement
Goal 1, College and Career: Improve College and Career awareness, readiness, and attainment for all students
Goal 2, Early Literacy: Expand early literacy efforts for broader academic readiness
Goal 3, Culturally Responsive Classrooms: Promote meaningful, relevant, and respectful instruction for all students

Priority 2: Focus on Equity
Goal 4, Improved Achievement for At-Promise Students: Increased academic outcomes using best practice instruction
Goal 5, Fair Practices For All Students: Provide equitable and inclusive access to district programs and pathways

Goal 3: Increase support for at-promise students by increasing parent communication and engagement

Alignment:

Priority 1: Academic Improvement
Goal 3, Culturally Responsive Classrooms: Promote meaningful, relevant, and respectful instruction for all students

Priority 3: Whole Child
Goal 9, Family Engagement and Support: Provide culturally competent resources to students and families by strengthening community partnerships

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. Social-emotional support for students
3. Supporting educational initiatives for struggling students not otherwise served by special education or English Learner programs.

Alignment:

Priority 1: Academic Improvement
Goal 3, Culturally Responsive Classrooms: Promote meaningful, relevant, and respectful instruction for all students

Priority 2: Focus on Equity
Goal 6, Safe School Environment: Promote positive, safe, and welcoming campuses that engage all learners

Priority 3: Whole Child
Goal 7, Layers of Support: Continue student wellness strategies and monitor student outcome data to support the whole child
Goal 8, Social-Emotional Support: Provide services promoting social-emotional learning, mental health, and emotional support for students
Goal 9, Family Engagement and Support: Provide culturally competent resources to students and families by strengthening community partnerships

Goal 5: Improve Chronic Absenteeism for All Students

Alignment:

Priority 1: Academic Improvement
Goal 3, Culturally Responsive Classrooms: Promote meaningful, relevant, and respectful instruction for all students

Priority 2: Focus on Equity
Goal 5, Fair Practices For All Students: Provide equitable and inclusive access to district programs and pathways
Goal 6, Safe School Environment: Promote positive, safe, and welcoming campuses that engage all learners

Priority 3: Whole Child
Goal 7, Layers of Support: Continue student wellness strategies and monitor student outcome data to support the whole child
Goal 8, Social-Emotional Support: Provide services promoting social-emotional learning, mental health, and emotional support for 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).

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 of implementing major state, district, and site initiatives. Teachers and Parents are surveyed by the District 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. Parent and staff surveys are associated with this. Through staff meetings, Department Head meetings, and the Cunha Leadership Team meetings, 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 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 research-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 the 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; providing guided reading instruction of textbook chapters; use of graphic organizers, guided reading exercises, and outlining to improve textbook comprehension; assisting 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 surveys, spotlighting a picture, and highlighting 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 our curriculum providers and community partners, 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 in 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.

The current process allows 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)

Currently, for the 2024-25 school year, Cunha teachers are appropriately assigned and credentialed with the exception of a need for a Spanish teacher.

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

Cunha employs highly qualified teachers and 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 Restorative Justice, I-Ready reading intervention training, Amplify Science training, McGraw Hill Math training, and PowerSchool and Schoology 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 2024-25 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, 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, Cunha's Athletic Boosters, 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 30, 2024.

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%	0	0	
African American	0.62%	0.68%	%	4	4	
Asian	1.87%	1.2%	1.29%	12	7	7
Filipino	0.94%	1.03%	0.92%	6	6	5
Hispanic/Latino	53.82%	54.97%	56.83%	345	321	308
Pacific Islander	%	0%	0.18%	0	0	1
White	37.91%	38.53%	36.72%	243	225	199
Multiple/No Response	4.68%	3.25%	4.06%	30	19	22
			Total Enrollment	641	584	542

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	193	194	163
Grade 7	206	187	193
Grade 8	242	202	186
Total Enrollment	641	583	542

Conclusions based on this data:

1. Cunha Intermediate is facing declining enrollment and from the 22-23 school year to the 23-24 school year our enrollment has decreased by 9.4%
2. Our largest subgroup by ethnicity continues to be our Hispanic/Latino subgroup, at about 54.7%
3. If enrollment continues to decline our programs will be affected. For the 24-25 school year we have decreased by 1.6 FTE due to decreasing enrollment.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners (EL)	125	90	150	19.5%	15.4%	27.7%
Fluent English Proficient (FEP)	154	180	368	24.0%	30.8%	67.9%
Reclassified Fluent English Proficient (RFEP)	29	41		23%	45.5%	

Conclusions based on this data:

1. Reclassification percentage from 2020-21 to 2023-24

   2020-21: 10.3%
   2021-22: 23.0%
   2022-23: 45.5%
   2023-24: 23.05%

   The percent reclassified went up in 2022-23 from 23% to 45.5% due to an intense focus on English Learners gaining proficiency. In 23-24, Cunha had an increased percentage of students enrolled that were at Level 2, and an influx of newcomer students with no English skills or proficiency and the reclassification percentage dropped to 23.05%.

2. This year at Cunha, we had an influx of newcomer students throughout the year which amounted to 14 students. 10 out of 14 of these students had no English ability/proficiency what so ever when enrolled during the school year.

3. The majority of students improved ELPAC scores whether they were reclassified or simple moved up a level. This is due to the intervention of our Teacher on Special Assignment and highly-qualified ELD teachers.

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	192		187	190		187	190		96.9	99.0
Grade 7		203	180		190	178		190	178		93.6	98.9
Grade 8		238	200		219	197		219	197		92.0	98.5
All Grades		634	572		596	565		596	565		94.0	98.8

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		2500.	2490.		11.76	11.05		27.27	21.05		26.74	32.11		34.22	35.79
Grade 7		2540.	2507.		12.63	11.80		33.68	28.65		30.53	16.85		23.16	42.70
Grade 8		2529.	2541.		11.42	7.61		29.22	34.01		24.66	32.49		34.70	25.89
All Grades	N/A	N/A	N/A		11.91	10.09		30.03	27.96		27.18	27.43		30.87	34.51

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	12.63		52.41	50.53		29.95	36.84
Grade 7		11.05	11.80		69.47	61.24		19.47	26.97
Grade 8		12.79	12.18		57.08	59.90		30.14	27.92
All Grades		13.76	12.21		59.56	57.17		26.68	30.62

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	8.95		48.13	48.42		40.11	42.63
Grade 7		15.79	15.17		58.95	42.70		25.26	42.13
Grade 8		12.79	10.66		50.68	58.88		36.53	30.46
All Grades		13.42	11.50		52.52	50.27		34.06	38.23

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
Grade 6		14.44	12.11		64.71	76.84		20.86	11.05
Grade 7		10.00	10.11		76.84	71.35		13.16	18.54
Grade 8		10.50	14.21		72.15	71.07		17.35	14.72
All Grades		11.58	12.21		71.31	73.10		17.11	14.69

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	12.63		70.05	67.37		17.65	20.00
Grade 7		17.37	14.04		71.05	57.87		11.58	28.09
Grade 8		10.05	17.77		66.67	69.04		23.29	13.20
All Grades		13.09	14.87		69.13	64.96		17.79	20.18

Conclusions based on this data:

1. Based on overall student performance, the 8th graders maintained their ELA performance, where the 6th and 7th grade saw a decrease in performance. Most notably, the 7th grader students saw a spike in those students below standard.
2. Writing and Research/Inquiry saw a demonstrably significant drop with the 7th grade students. 6th and 8th grade students struggled with these concepts as well, however, the percentages were not as severe as the 7th graders.
3. Based on the data, writing and Research/Inquiry have been identified as an area of need schoolwide. In 22-23 writing for all grades was at 11.5% above standard, and 50.27% at or near standard, this is a decrease from 21-22 when 13.42% of students were above standards and 52.52% of students were at or near standards. The ELA curriculum was changed to a 50-minute block rather than an 84-minute block (2 x 42-minute periods). Curriculum mapping and ELA strategies must be implemented to address this gap in the schedule.

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	192		187	190		187	190		96.9	99.0
Grade 7		203	180		190	179		190	179		93.6	99.4
Grade 8		238	200		218	198		218	198		91.6	99.0
All Grades		634	572		595	567		595	567		93.8	99.1

* 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 6		2480.	2482.		9.63	11.05		15.51	16.32		28.34	27.89		46.52	44.74
Grade 7		2501.	2492.		8.95	10.61		20.00	20.67		26.84	18.44		44.21	50.28
Grade 8		2482.	2487.		5.05	6.06		13.76	13.64		25.69	20.20		55.50	60.10
All Grades	N/A	N/A	N/A		7.73	9.17		16.30	16.75		26.89	22.22		49.08	51.85

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	11.58		40.64	36.84		51.87	51.58
Grade 7		10.00	15.64		47.89	32.96		42.11	51.40
Grade 8		5.07	6.06		48.39	38.89		46.54	55.05
All Grades		7.41	10.93		45.79	36.33		46.80	52.73

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	9.47		54.01	54.21		39.57	36.32
Grade 7		11.58	10.06		60.00	49.72		28.42	40.22
Grade 8		6.42	9.09		56.42	47.47		37.16	43.43
All Grades		8.07	9.52		56.81	50.44		35.13	40.04

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	8.95		63.64	58.42		28.34	32.63
Grade 7		7.37	10.06		65.26	60.89		27.37	29.05
Grade 8		5.50	6.06		61.47	62.63		33.03	31.31
All Grades		6.89	8.29		63.36	60.67		29.75	31.04

Conclusions based on this data:

1. For the 22-23 school yar the percentage above standard for all students increased slightly for all grade levels. The percentage of overall students meeting the standard maintained for all grade levels.
2. Based on the overall student performance all grade levels performance decreased for those students nearly meeting standards. 7th and 8th graders saw an overall slight increase in those students below standards while the 6th graders maintained the level of 22-23. Applying Mathematical Concepts is an area that needs attention in all grade levels.
3. Based on the data, we must continue increase math academic achievement throughout all grade levels. In particular, the students at Cunha are struggling with applying mathematic concepts and procedures. We are implementing a new 6th grade pathway for 6th grade math students to increase the rigor of the curriculum. Additionally, during the 23-24 school year, a new math curriculum was adopted.

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	1525.1	1537.3	1554.0	1534.5	1533.4	1525.2	1515.1	52	44	29
7	1515.0	1547.1	1550.1	1521.9	1545.3	1544.6	1507.6	1548.6	1555.0	35	39	28
8	1561.8	1551.4	1550.9	1560.9	1560.5	1550.9	1562.2	1542.0	1550.4	19	22	25
All Grades										106	105	82

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	27.59	45.10	40.91	31.03	17.65	20.45	24.14	9.80	13.64	17.24	51	44	29
7	22.86	33.33	42.86	42.86	41.03	14.29	14.29	15.38	32.14	20.00	10.26	10.71	35	39	28
8	31.58	22.73	40.00	47.37	40.91	20.00	10.53	27.27	12.00	10.53	9.09	28.00	19	22	25
All Grades	26.67	27.62	36.59	44.76	40.95	21.95	15.24	20.00	23.17	13.33	11.43	18.29	105	105	82

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	51.72	41.18	34.09	27.59	5.88	9.09	10.34	7.84	4.55	10.34	51	44	29
7	48.57	51.28	35.71	28.57	28.21	50.00	5.71	10.26	3.57	17.14	10.26	10.71	35	39	28
8	52.63	40.91	48.00	31.58	45.45	20.00	10.53	4.55	4.00	5.26	9.09	28.00	19	22	25
All Grades	47.62	49.52	45.12	35.24	34.29	32.93	6.67	8.57	6.10	10.48	7.62	15.85	105	105	82

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	10.34	33.33	22.73	17.24	33.33	59.09	44.83	19.61	18.18	27.59	51	44	29
7	5.71	20.51	25.00	25.71	17.95	28.57	42.86	46.15	32.14	25.71	15.38	14.29	35	39	28
8	15.79	9.09	24.00	31.58	22.73	16.00	36.84	59.09	32.00	15.79	9.09	28.00	19	22	25
All Grades	11.43	9.52	19.51	30.48	20.95	20.73	37.14	54.29	36.59	20.95	15.24	23.17	105	105	82

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	17.24	62.75	72.73	65.52	13.73	11.36	17.24	51	44	29
7	17.14	2.56	14.29	62.86	79.49	67.86	20.00	17.95	17.86	35	39	28
8	5.26	9.09	32.00	89.47	77.27	44.00	5.26	13.64	24.00	19	22	25
All Grades	18.10	9.52	20.73	67.62	76.19	59.76	14.29	14.29	19.51	105	105	82

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	58.62	21.57	29.55	31.03	3.92	6.82	10.34	51	44	29
7	74.29	74.36	75.00	8.57	15.38	14.29	17.14	10.26	10.71	35	39	28
8	78.95	68.18	68.00	15.79	22.73	8.00	5.26	9.09	24.00	19	22	25
All Grades	75.24	68.57	67.07	16.19	22.86	18.29	8.57	8.57	14.63	105	105	82

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	6.90	45.10	47.73	37.93	33.33	45.45	55.17	51	44	29
7	20.00	17.95	28.57	28.57	43.59	32.14	51.43	38.46	39.29	35	39	28
8	26.32	13.64	24.00	42.11	27.27	28.00	31.58	59.09	48.00	19	22	25
All Grades	21.90	12.38	19.51	39.05	41.90	32.93	39.05	45.71	47.56	105	105	82

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	13.79	80.39	90.91	65.52	3.92	4.55	20.69	51	44	29
7	5.71	25.64	42.86	77.14	64.10	46.43	17.14	10.26	10.71	35	39	28
8	0.00	9.09	16.00	94.44	81.82	68.00	5.56	9.09	16.00	18	22	25
All Grades	9.62	13.33	24.39	81.73	79.05	59.76	8.65	7.62	15.85	104	105	82

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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
584	**46.2**	**15.4**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Manuel F. Cunha Intermediate 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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	90	15.4
Foster Youth		
Homeless	9	1.5
Socioeconomically Disadvantaged	270	46.2
Students with Disabilities	87	14.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	0.7
Asian	7	1.2
Filipino	6	1
Hispanic	321	55
Two or More Races	19	3.3
White	225	38.5

Conclusions based on this data:

1. 46.2 % of our students are Socioeconomically Disadvantaged, a slight decrease from 46.6% in the previous year

2. Our student population identified as English Learners has decreased from 19.5% to 15.4%, while our Hispanic population is the largest ethnic group at 55%.

3. Our population of students with disabilities is at 14.9%, a slight increase from 14.4%.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Our dashboard shows that our academic data is low for ELA and Math. However we have made progress with the English Learner subgroup.
2. Our suspension rate and Chronic Absenteeism needs focused attention. We have been addressing student behavior with PBIS, Restorative Circles, and Parent Meetings. We use A2A to monitor attendance, meet with parents, and utilize community resources to address attendance concerns.

3. Based on the data, CAASPP ELA and Math scores, Chronic Absenteeism and Suspension Rate must me a focus of concern in the coming year.

School and Student Performance Data

Academic Performance
English Language Arts

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Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
3	1	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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange	 Red	 No Performance Color
34.9 points below standard	97.5 points below standard	0 Students
Decreased -9.2 points	Decreased -7.7 points	
562 Students	193 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
115.3 points below standard	 Red	 Orange
Decreased Significantly -21.3 points	72.9 points below standard	107.9 points below standard
15 Students	Decreased -6.2 points	Increased Significantly +24.5 points
	260 Students	86 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 4 Students	 No Performance Color 0 Students	Less than 11 Students 7 Students	Less than 11 Students 5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Red 75.4 points below standard Decreased -12.9 points 311 Students	40.3 points above standard Increased +13.9 points 19 Students	 No Performance Color 0 Students	 Green 14.3 points above standard Maintained -0.6 points 215 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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
131.4 points below standard Decreased Significantly -18.1 points 78 Students	74.5 points below standard Maintained -0.5 points 115 Students	1.3 points above standard Decreased -10.1 points 301 Students

Conclusions based on this data:

1. English Language Arts scores decreased overall by 9.3 points. The subgroups impacted most include English Learners (-7.7 points), Homeless (-21.3 points), Socioeconomically Disadvantaged (-6.2 points), Hispanic (-12.9 points), Current English Learners (-18.1 points), and English Only (-10.1 points).
2. Four subgroups increased or maintained scores. These subgroups include Students with Disabilities (+24.5 points), Two or More Races (+13.9 points), White (maintained with -0.6 points), and Reclassified English Learners (maintained with -0.5 points).
3. Based on the data, we must focus on all students, however current English Learners, and Hispanic subgroups will be the main center of attention. We are maintaining skills with our Reclassified English Learners and improving the performance of Students with Disabilities.

School and Student Performance Data

Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
3	1	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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange	 Red	 No Performance Color
78.9 points below standard	144.6 points below standard	0 Students
Maintained +1.7 points	Decreased -8.3 points	
560 Students	191 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
179.4 points below standard	 Red	 Orange
Decreased Significantly -58.7 points	125.6 points below standard	150.2 points below standard
15 Students	Decreased -4.8 points	Increased Significantly +31.4 points
	259 Students	85 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 4 Students	 No Performance Color 0 Students	Less than 11 Students 7 Students	Less than 11 Students 5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Red 124.5 points below standard Decreased -5.4 points 309 Students	3.6 points above standard Increased Significantly +35.6 points 19 Students	 No Performance Color 0 Students	 Green 23.8 points below standard Increased Significantly +16.7 points 215 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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
176.8 points below standard Decreased Significantly -21.1 points 76 Students	123.4 points below standard Maintained -0.2 points 115 Students	37.2 points below standard Increased +8.2 points 301 Students

Conclusions based on this data:

1. Our overall student performance in Mathematics had a slight but insignificant change (an improvement of 1.7 points overall). Our subgroups of English Learners (-8.3), Homeless (-58.7), and Socioeconomically Disadvantaged (-4.8) all decreased in performance. The subgroup of Students with Disabilities increased Math performance by 31.4 points. Progress is being made with the Students with Disabilities subgroup.
2. Progress with race/ethnicity subgroups has improved with the subgroups of Two or More Races (+35.6 points), and White (+16.7 points). There was a decrease of -5.4 points overall for the Hispanic subgroup. English Learners decreased significantly in Math (-21.1 points), while the Reclassified students maintained at (-0.2 points). English only students had an increase of 8.2 points overall.
3. Based on the data, there must be a focus on the Hispanic and English Learner subgroups for Mathematics.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Green
58.1% making progress towards English language proficiency
Number of EL Students: 74 Students
Performance Level: 4

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.

2023 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**
10	21	0	43

Conclusions based on this data:

1. There is a strong trend towards progress, with 58.1% of English Learners making progress towards English Language proficiency.
2. Based on the data, 28.37% percent of English Learners have maintained their levels.
3. Based on the data, only 10% decreased one level which is an improvement from17.3% of English Learners decreasing one level in the prior year.

School and Student Performance Data

Academic Performance
College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career 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.

2023 Fall Dashboard College/Career Report for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2023 Fall Dashboard College/Career Reportby 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

Academic Engagement
Chronic Absenteeism

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	2	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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Orange	 Orange	 No Performance Color
20.7% Chronically Absent	22% Chronically Absent	0 Students
Declined -1.7	Declined -5	
589 Students	127 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
40% Chronically Absent	 Red	 Orange
Increased 4.3	25.9% Chronically Absent	33.7% Chronically Absent
15 Students	Increased 1.9	Declined -7.3
	270 Students	92 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 4 Students	 No Performance Color 0 Students	Less than 11 Students 7 Students	Less than 11 Students 5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 23% Chronically Absent Declined Significantly -3 326 Students	9.1% Chronically Absent Declined -6.5 22 Students	 No Performance Color 0 Students	 Yellow 18.7% Chronically Absent Declined -1.2 225 Students

Conclusions based on this data:

1. Students with Disabilities have the highest percentage of chronic absences at 40%.
2. With the exception of the Homeless and Socioeconomically Disadvantaged subgroups, all subgroups improved chronic absenteeism. Overall Chronic Absenteeism declined by 1.7%.
3. The data indicates that although the whole school is struggling with chronic absenteeism, we have made strides with several subgroups including: Hispanic -3%, White -1.2%, Two or More Races -6.5%, Students with Disabilities -7.3%, and English Learners -5%.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
3	1	0	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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange	 Orange	 No Performance Color
6.9% suspended at least one day	9.8% suspended at least one day	0 Students
Increased 2.3 596 Students	Increased 4.5 132 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
26.7% suspended at least one day	 Red	 Red
Increased 26.7 15 Students	11% suspended at least one day	14% suspended at least one day
	Increased Significantly 4.8 273 Students	Increased 4 93 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 4 Students	 No Performance Color 0 Students	Less than 11 Students 7 Students	Less than 11 Students 5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Red 10.8% suspended at least one day Increased Significantly 5.4 333 Students	4.5% suspended at least one day Declined -4.8 22 Students	 No Performance Color 0 Students	 Green 1.8% suspended at least one day Declined -1 225 Students

Conclusions based on this data:

1. The suspension rate for all students was 6.9% suspended for at least one day which is an increase of 2.3%. The suspension rate for students suspended for at least one day is as follows: Students with Disabilities was 14% (increase of 4%), Socioeconomically Disadvantaged students was 11% (increase of 4.8%), and English Learners was 9.8% (increase of 4.5%). With the increase in administrative ability to investigate instances of offenses (3 administrators), the suspension rate has increased.
2. The highest suspension rates were for Socioeconomically Disadvantaged Students (11%), and Hispanic Students (10.8%) increased significantly. The suspension rate for Students of Two or More races declined by 4.8%.
3. Moving forward will be to identify the reasons for the increased suspension rate among the subgroups that had an increase in suspension rate.

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 1: Academic Improvement
Goal 1, College and Career: Improve College and Career awareness, readiness, and attainment for all students
Goal 2, Early Literacy: Expand early literacy efforts for broader academic readiness
Goal 3, Culturally Responsive Classrooms: Promote meaningful, relevant, and respectful instruction for all students

Priority 2: Focus on Equity
Goal 4, Improved Achievement for At-Promise Students: Increased academic outcomes using best practice instruction

Priority 3: Whole Child
Goal 7, Layers of Support: Continue student wellness strategies and monitor student outcome data to support the whole child

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 (97.5 points below standard) and Socioeconomically Disadvantaged (72.9 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. This number in 23-24 is again at 23%. This drop in reclassification is due to the large number of newcomers this year and an increase in ELPAC Level 2 students.	Reclassification percentage from 2020-21 to 2020-24 2020-21: 10.3% 2021-22: 23.0% 2022-23: 45.5% 23-24: 23.0% With the ELPAC 4 requirement for reclassification, the expected outcome is 5% for 2024-25.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase in ELA and Math CAASPP scores for EL students	In 2023-2024, English Learners were 97.5 points below standard in ELA, and 144.6 points below standard in Math.	English Learners will increase by 10 points toward the standard in both ELA and Math for the 2023-24 CAASP.
Increase in ELA and Math CAASPP scores for Socioeconomically Disadvantaged Students	In 2023-24, Socioeconomically Disadvantaged students were 72.9 points below standards in ELA and 125.6 points below standards in Math.	Socioeconomically Disadvantaged students will increase by 10 points toward the standard in both ELA and Math for the 2023-24 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)
2000	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 Teacher on Special Assignment (TOSA) to assist the specific student groups above. The Academic TOSA will assist in the development, implementation, and evaluation of intervention programs that address the needs of the specific student groups identified above.

The ELD Teacher on Special Assignment (TOSA), will push into classes, and work with students individually and in small groups to assist them in 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)
2000	Title I 5800: Professional/Consulting Services And Operating Expenditures TOSA attendance at conferences and training

Strategy/Activity 3

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)
2000	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 4

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: 2023-24

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 percentage of Reclassified Students went from 23% to 45.5% due to an intense focus on English Learners gaining proficiency and a high percentage of students at Level 3 prior to testing (e.g. ELPAC and CAASP). Currently, in 23-24, our EL population has a high percentage of Level 1s and 2s which has decreased our reclassification rate significantly this year from 45.5% to 23%. Academic performance on the CAASPP for the English Learner and Economically Disadvantaged subgroups has also dropped slightly (approximately 10 points).

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

Students need more intensive interventions in for ELA (ELD classes, and ELD TOSA), and improved Math instruction. In 2023-24 school year a new Math curriculum was introduced which is McGraw Hill. Additionally, there will be a full-time TOSA for our ELD students.

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 will continue 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 1: Academic Improvement
Goal 1, College and Career: Improve College and Career awareness, readiness, and attainment for all students
Goal 2, Early Literacy: Expand early literacy efforts for broader academic readiness
Goal 3, Culturally Responsive Classrooms: Promote meaningful, relevant, and respectful instruction for all students

Priority 2: Focus on Equity
Goal 4, Improved Achievement for At-Promise Students: Increased academic outcomes using best practice instruction
Goal 5, Fair Practices For All Students: Provide equitable and inclusive access to district programs and pathways

Goal 2

CAASPP scores for Math and ELA for the subgroup of students with disabilities increased this year, however, they are still far below the standard. 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 were 131.1 points below standard in ELA, This increased by 24.5 points in 22-23, however, this subgroup is still 107.9 points below standard.	Students with Disabilities will increase by 10 points toward the standard in both ELA for the 2023-24 CAASP.
Math CAASPP for Students with Disabilities	In 2021-22, Students with Disabilities and 177.0 points below standard in Math. This increased by 31.4 points in 22-23, however, this subgroup is still 150.4 points below standard.	Students with Disabilities will increase by 10 points toward the standard in both Math for the 2023-24 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)

Strategy/Activity

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

Strategy/Activity 2

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
3000	Title I 1000-1999: Certificated Personnel Salaries After School and Lunch Tutoring
2000	Title I 2000-2999: Classified Personnel Salaries After School and Lunch Tutoring

Annual Review

SPSA Year Reviewed: 2023-24

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.

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 after school throughout the year. This year in 23-24, Cunha had two ELA/Math tutoring sessions after school and daily Math tutoring at lunch. Additionally, the new McGraw Hill Math curriculum was implemented. The 22-23 school year was the first year that the ELA instructional block was only one block of 50 minutes. In prior years, ELA instruction consisted of two 42-minute periods.

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. 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. Staff training for ELA teachers is necessary to plan for the decreased instructional time.

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

Priority 1: Academic Improvement
Goal 3, Culturally Responsive Classrooms: Promote meaningful, relevant, and respectful instruction for all students

Priority 3: Whole Child
Goal 9, Family Engagement and Support: Provide culturally competent resources to students and families by strengthening community partnerships

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 a Latinx parent on the board, and there is a Latinx parent on the School Site Council. More representation is needed on both the PTO and 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.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELAC meeting attendance to engage English Learner Parents	2023-24 Quarter 1: 25 families in attendance 2023-24 Quarter 2: 22 families in attendance 2023-24 Quarter 3: 18 Families in attendance 2023-24 Quarter 4: 14 families in attendance This is a significant increase from the 22-23 school year, however, this is still a need at Cunha.	Improve the number of participants per meeting to 25 or more for each meeting.

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)
2000	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)
2000	Title I 5800: Professional/Consulting Services And Operating Expenditures Provide additional translation services and interpretation
2000	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)
2000	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: 2023-24

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.

Targeted student conferences and weekly videos in Spanish and English improved the communication between the school and families. The addition of a bilingual counselor has 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.

Cunha has used SchoolMessenger and other online programs to contact Latinx parents. The use of SMS has been particulary effective and needs to be increased.

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

Priority 1: Academic Improvement
Goal 3, Culturally Responsive Classrooms: Promote meaningful, relevant, and respectful instruction for all students

Priority 2: Focus on Equity
Goal 6, Safe School Environment: Promote positive, safe, and welcoming campuses that engage all learners

Priority 3: Whole Child
Goal 7, Layers of Support: Continue student wellness strategies and monitor student outcome data to support the whole child
Goal 8, Social-Emotional Support: Provide services promoting social-emotional learning, mental health, and emotional support for students
Goal 9, Family Engagement and Support: Provide culturally competent resources to students and families by strengthening community partnerships

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 9 ATOD referrals in 2023-24	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. A decrease of 10% is expected in 24-25.
Referrals for bullying	59 bullying referrals in 2021-22 34 bullying referrals in 2022-23 20 bullying referrals in 2023-24	From 2021-22 to 2022-23 the bullying incidents saw a 43% reduction. For the 2023-24 bullying incidents saw a 41%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		reduction. For the 24-25 school year, we expect a 10% reduction in this metric.
Referrals for causing, attempting, or threatening to cause physical injury	95 referrals in 2021-22 39 referrals in 2022-23 26 referrals in 2023-24	Referrals in this metric decreased from the prior year. a 10% reduction is the goal for 24-25.
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 55 referrals for SLS counseling occurred in 2023-24	Continuing this program influences several other metrics. The increase in SLS counseling this year has made a significant impact on this metric. We will continue to make this a priority for 24-25.
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) 0 students participated in 2023-24	Challenge day will be implemented in the 24-25 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)

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)
2000	Professional Development Block Grant 5800: Professional/Consulting Services And Operating Expenditures Training for counselors and other staff to learn to run Restorative Justice circles
2000	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)
2000	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. Cunha partners with SLS counselors to provide SEL support to students throughout the 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)
2000	Professional Development Block Grant 5800: Professional/Consulting Services And Operating Expenditures SEL counseling for entire staff

Annual Review

SPSA Year Reviewed: 2023-24

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 2023-24 school year progress has been made on this goal. All referrals decreased in every metric. The increase in bilingual personnel on campus and continuity of leadership at the site has proven to make Cunha safer. In 24-25, we will lose the full time Dean position and this may prove problematic. Increasing SLS counseling at the site and stressing Tier 1 interventions with PBIS should maintain the effectiveness of our efforts at this site.

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

Losing the full time Dean at Cunha will have an adverse affect for these metrics. Stressing Tier 1 PBIS initiatives will empower the staff to work collaboratively to make gains on these metrics.

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 2024-25 school year, the staff will remain the same, with the exception of losing the Dean position. We transitioned to a new Student Information System (PowerSchool) which is an issue to overcome this year. The SLS counseling program will remain in place.

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

Priority 1: Academic Improvement
Goal 3, Culturally Responsive Classrooms: Promote meaningful, relevant, and respectful instruction for all students

Priority 2: Focus on Equity
Goal 5, Fair Practices For All Students: Provide equitable and inclusive access to district programs and pathways
Goal 6, Safe School Environment: Promote positive, safe, and welcoming campuses that engage all learners

Priority 3: Whole Child
Goal 7, Layers of Support: Continue student wellness strategies and monitor student outcome data to support the whole child
Goal 8, Social-Emotional Support: Provide services promoting social-emotional learning, mental health, and emotional support for students
Goal 9, Family Engagement and Support: Provide culturally competent resources to students and families by strengthening community partnerships

Goal 5

Improve Chronic Absenteeism for All students

Identified Need

Students with Disabilities have the highest percentage of chronic absences at 40%. With the exception of the Homeless and Socioeconomically Disadvantaged subgroups, all subgroups improved chronic absenteeism. Overall Chronic Absenteeism declined by 1.7%. The data indicates that although the whole school is struggling with chronic absenteeism, we have made strides with several subgroups including: Hispanic -3%, White -1.2%, Two or More Races -6.5%, Students with Disabilities -7.3%, and English Learners -5%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Improve Chronic Absenteeism for all students	Chronic Absenteeism for Students with Disabilities is 33.7%. Chronic Absenteeism for Socioeconomically Disadvantaged Students is 25.9%%. Chronic Absenteeism for English Learners is 22%. We use the Attention 2 Attendance (A2A) system to	Through the use of targeted support from Case Managers, Parent Conferences, Letters Home, and Home Visits, we will decrease Chronic Absenteeism by 15% in all subgroups.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	track and respond to Chronic Absenteeism. The specific actions taken during the 2022-23 school year are as follows: 12 home visits were conducted 45 in-person or via parent conferences 40 Phone/email contacts with parents 450+ Excessive Excused L1 letters 250+ Excessive Excused L2 letters 150+ Truancy L1 letters 50+ Truancy L2 letters 25+ 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)
2000	Title I 5000-5999: Services And Other Operating Expenditures Professional Development related to decreasing Chronic Absenteeism
2000	Title I 2000-2999: Classified Personnel Salaries

	Overtime for Community Liaison to engage Spanish speaking families

Annual Review

SPSA Year Reviewed: 2023-24

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 with Disabilities have the highest percentage of chronic absences at 40%. With the exception of the Homeless and Socioeconomically Disadvantaged subgroups, all subgroups improved chronic absenteeism. Overall Chronic Absenteeism declined by 1.7%. The data indicates that although the whole school is struggling with chronic absenteeism, we have made strides with several subgroups including Hispanic -3%, White -1.2%, Two or More Races -6.5%, Students with Disabilities -7.3%, and English Learners -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.

At Cunha we are still struggling with chronic absenteeism, however, we are no longer in ATSI for Chronic Absenteeism as we were in 22-23. Using A2A has helped with this, as well as, the addition of a new community liaison and registrar who are both bilingual.

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 continuing goal for 2024-25 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	$34,200.00

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	$27,000.00

Subtotal of additional federal funds included for this school: $27,000.00

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	$7,200.00

Subtotal of state or local funds included for this school: $7,200.00

Total of federal, state, and/or local funds for this school: $34,200.00

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	13,855.40
Title III	15248.00	15,248.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
None Specified	0.00
Professional Development Block Grant	7,200.00
Title I	27,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	3,000.00
2000-2999: Classified Personnel Salaries	4,000.00
4000-4999: Books And Supplies	6,000.00
5000-5999: Services And Other Operating Expenditures	8,000.00
5800: Professional/Consulting Services And Operating Expenditures	13,200.00

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	7,200.00
1000-1999: Certificated Personnel Salaries	Title I	3,000.00
2000-2999: Classified Personnel Salaries	Title I	4,000.00
4000-4999: Books And Supplies	Title I	6,000.00
5000-5999: Services And Other Operating Expenditures	Title I	8,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	6,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	6,000.00
Goal 2	8,200.00
Goal 3	8,000.00
Goal 4	8,000.00
Goal 5	4,000.00

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

3 Other School Staff

6 Parent or Community Members

2 Secondary Students

Name of Members	Role
Jeff Clinton	Principal
Lithsamay Dunaway	Other School Staff
Janice Lee	Other School Staff
Maria Portello-Swagel	Classroom Teacher Parent or Community Member
Sonia Myer	Classroom Teacher Parent or Community Member
Catrine Brown	Parent or Community Member
Nicki Galle	Other School Staff Parent or Community Member
Matt Allen	Parent or Community Member
Stephanie Morales	Parent or Community Member
Ava Stariha	Secondary Student
Kaylani Ober	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
	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 30, 2024.

Attested:

	Principal, Jeffrey Clinton on 5/30/2024
	SSC Chairperson, Catrine Brown on 5/30/2024

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: **2024-25**

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 23, 2024	June 13, 2024

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.

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. Although there is improvement with assessment measure for SWD population regarding math and ELA scores, we will continue to set goals for improvement with this subgroup. 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.

CUSD Strategic Plan & LCAP 2024-2025

#1: ACADEMIC IMPROVEMENT
College and Career: Improve College and Career readiness and attainment for all students
Early Literacy: Expand early literacy efforts for broader academic readiness
Culturally Responsive Classrooms: Promote meaningful, relevant, and respectful instruction for all students

#2: EQUITY FOCUS
Improved Achievement for At-Promise Students: Increase academic outcomes using best practice instruction
Fair Practices For All Students: Provide equitable and inclusive access to district programs and pathways
Safe School Environment: Promote positive, safe, and welcoming campuses that engage all learners

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.

CUSD Strategic Plan & LCAP 2024-2025

#1: ACADEMIC IMPROVEMENT
College and Career: Improve College and Career readiness and attainment for all students
Early Literacy: Expand early literacy efforts for broader academic readiness
Culturally Responsive Classrooms: Promote meaningful, relevant, and respectful instruction for all students

#2: EQUITY FOCUS
Improved Achievement for At-Promise Students: Increase academic outcomes using best practice instruction
Fair Practices For All Students: Provide equitable and inclusive access to district programs and pathways
Safe School Environment: Promote positive, safe, and welcoming campuses that engage all learners

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.

CUSD Strategic Plan & LCAP 2024-2025

#3: WHOLE CHILD
Layers of Support: Continue student wellness strategies and monitor student outcome data to support the needs of the whole child
Social Emotional Support: Provide services that promote social emotional learning, mental health, and emotional support for students
Family Engagement and Support: Provide culturally competent resources to families by strengthening community partnerships

HMBHS Goal #4: Create a stronger school climate that engages students and fosters a sense of belonging, connectedness, safety, and positivity.

CUSD Strategic Plan & LCAP 2024-2025

#3: WHOLE CHILD

Layers of Support: Continue student wellness strategies and monitor student outcome data to support the needs of the whole child
Social Emotional Support: Provide services that promote social emotional learning, mental health, and emotional support for students
Family Engagement and Support: Provide culturally competent resources to families by strengthening community partnerships

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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 CUSD and HMBHS decision-making on issues that impact our school-wide instructional programs and culture are essential for continuous improvement. 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. 9th and 11th grade students, all parents, and all staff are surveyed annually via the California Health Kids Survey (CHKS), California School Parent Survey (CSPS), and California School Staff Survey CSSS. There is also a Panorama survey given to student and parents

The CHKS assesses student connectedness, learning engagement/motivation, and attendance; school climate, culture, and conditions; school safety, including violence perpetration and victimization/bullying; physical and mental well-being and social-emotional learning; and student supports, including resilience-promoting developmental factors (caring relationships, high expectations, and meaningful participation). There were 472 completed surveys which is in line with the 9th and 11th grade enrollment.

The CSPS and Panorama surveys assesses parent perceptions about the school's learning environment; school climate; student supports; and parent outreach and involvement efforts (e.g., how welcoming, communicative). There were 107 completed CSPS and 142 Panorama parent surveys completed during the 2022-2023 academic year.

The CSSS assesses the problem of low teacher-recruitment, morale, and retention; guide professional development and school improvement efforts; and determine the degree to which staff perceptions align with the attitudes and experiences of students and parents as identified by the other CalSCHLS surveys. It also addresses the working environment and conditions, including staff relationships (collegiality), organizational expectations and norms, and meaningful participation in decisions; encapsulates the scope and nature of existing student supports, programs, and services (e.g., discipline, counseling, health, and prevention); and
assesses parent supports and involvement. There were 19 surveys completed out of 87 teachers.

During the 2023-2024 school year, teachers were surveyed about our district and site-led 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 are favorable. Staff also voiced a strong need for training with our new student information system and our learning management system.

In addition, seniors are annually surveyed with the Panorama Survey about their overall high school experience and a Naviance based exit survey (2023-64% participation) about post-secondary plans to provide information pertaining to post-secondary paths and opportunities. All students are administered a needs assessment from our counseling department (72% participation).

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 differentiation, 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) with math and ELA, College and Career Readiness Standards (CCRS) in content areas. and working to utilize the online Interm Comprehensive Assessments from the CAASPP website.

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.

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 HMBHS 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 McGraw Hill Core 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 has integrated the Next Generation Science Standards. The Social Studies department is working on the new Social Studies Standards as well as began offering 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 has completed a Building and Construction pathway. Working is being done to establish a Multimedia Production and Digital Art pathway.

All departments will work on developing pacing guides and common and benchmark 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 and CCR Standards. The Math Department completed and is implementing a full curriculum adoption beginning the 2023-2024 year. Social Studies, Science and English departments recently proposed textbook adoptions with a thematic approach to instruction that is aligned to A-G readiness.

Opportunity and Equal Educational Access

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

AVID, Enhanced (co-taught RSP courses), ELD, and Credit Recovery (Edgenuity) sections.

Evidence-based educational practices to raise student achievement

AVID Courses, AVID techniques promoted throughout the school, English Language Development classes (ELD). All teachers are Cross-cultural 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 Relations Assistant, partnership with the Boys and Girls Club of the Coastside, Health and Wellness Committee, and after school tutoring offerings.

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 developing soft-skills and other skills necessary for post-secondary employment and adult executive functioning.

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.

Resource inequities are reflected in the data analysis and highlight the need to support structured literacy for students performing below standard. We seek to increase English Language Development among English Learners and Reclassified English Proficient students performance levels. Additionally, we want 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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%	0	0	
African American	0.38%	0.49%	0.61%	4	5	6
Asian	1.35%	1.66%	2.13%	14	17	21
Filipino	0.77%	0.49%	0.41%	8	5	4
Hispanic/Latino	50.82%	50.68%	50.25%	528	519	496
Pacific Islander	0.10%	0%	%	1	0	
White	41.48%	40.92%	41.34%	431	419	408
Multiple/No Response	4.91%	5.47%	5.27%	51	56	52
			Total Enrollment	1,039	1024	987

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	240	256	216
Grade 10	286	239	259
Grade 11	257	276	240
Grade 12	256	253	272
Total Enrollment	1,039	1,024	987

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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners (EL)	82	92	180	7.9%	9.0%	18.2%
Fluent English Proficient (FEP)	361	330	618	34.7%	32.2%	62.6%
Reclassified Fluent English Proficient (RFEP)	347	315		33.4%	30.8%	

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	269		219	254		218	254		90.9	94.4
All Grades		241	269		219	254		218	254		90.9	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 11		2580.	2549.		27.98	15.35		25.69	25.98		18.81	26.38		27.52	32.28
All Grades	N/A	N/A	N/A		27.98	15.35		25.69	25.98		18.81	26.38		27.52	32.28

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	17.00		46.33	54.94		24.31	28.06
All Grades		29.36	17.00		46.33	54.94		24.31	28.06

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	20.16		47.00	48.22		25.81	31.62
All Grades		27.19	20.16		47.00	48.22		25.81	31.62

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	8.30		69.72	70.36		16.97	21.34
All Grades		13.30	8.30		69.72	70.36		16.97	21.34

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	15.42		61.01	62.45		14.22	22.13
All Grades		24.77	15.42		61.01	62.45		14.22	22.13

Conclusions based on this data:

1. Students mean score for 2022-2023 was 2549.1. This is a reduction of 5.9%.from the prior year.

2. The overall achievement for meeting or exceeding the standard at HMBHS is 41.36% and the California state average is 34.62%. Both indicator shows a drop in performance levels for HMBHS and all school in California.

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	269		213	250		213	249		88.4	92.9
All Grades		241	269		213	250		213	249		88.4	92.9

* 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		2534.	2545.		8.92	11.65		18.78	15.66		19.25	22.89		53.05	49.80
All Grades	N/A	N/A	N/A		8.92	11.65		18.78	15.66		19.25	22.89		53.05	49.80

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	17.67		33.49	32.53		50.00	49.80
All Grades		16.51	17.67		33.49	32.53		50.00	49.80

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 11		8.92	15.26		58.22	56.63		32.86	28.11
All Grades		8.92	15.26		58.22	56.63		32.86	28.11

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	8.43		55.40	59.44		33.80	32.13
All Grades		10.80	8.43		55.40	59.44		33.80	32.13

Conclusions based on this data:

1. The mean scale score rose from 2534.2 to 2545.1. This is an improvement of 2%.

2. The number of students who test below standards continues to remain high with a total of nearly met and below standard at 72.69%.

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	1530.9	1521.0	1542.0	1521.3	1541.9	1540.9	1539.8	23	19	17
10	1545.3	1508.3	1502.7	1542.6	1494.6	1499.1	1547.6	1521.5	1505.7	23	25	19
11	*	1535.0	1505.9	*	1535.6	1484.0	*	1534.0	1527.2	5	21	20
12	1403.6	*	1569.6	1390.2	*	1578.9	1416.8	*	1559.7	11	5	12
All Grades										62	70	68

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	11.76	31.82	52.63	17.65	54.55	10.53	52.94	9.09	21.05	17.65	22	19	17
10	9.09	4.00	16.67	40.91	44.00	27.78	45.45	24.00	11.11	4.55	28.00	44.44	22	25	18
11	*	4.76	5.00	*	19.05	35.00	*	61.90	20.00	*	14.29	40.00	*	21	20
12	0.00	*	25.00	18.18	*	8.33	18.18	*	50.00	63.64	*	16.67	11	*	12
All Grades	5.00	7.14	13.43	35.00	38.57	23.88	41.67	31.43	31.34	18.33	22.86	31.34	60	70	67

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	23.53	50.00	36.84	35.29	27.27	10.53	23.53	13.64	15.79	17.65	22	19	17
10	22.73	24.00	44.44	45.45	32.00	11.11	31.82	16.00	0.00	0.00	28.00	44.44	22	25	18
11	*	14.29	15.00	*	61.90	35.00	*	14.29	10.00	*	9.52	40.00	*	21	20
12	0.00	*	33.33	18.18	*	33.33	18.18	*	16.67	63.64	*	16.67	11	*	12
All Grades	15.00	25.71	28.36	40.00	41.43	28.36	26.67	12.86	11.94	18.33	20.00	31.34	60	70	67

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	0.00	18.18	26.32	23.53	59.09	42.11	47.06	22.73	26.32	29.41	22	19	17
10	0.00	4.00	0.00	22.73	12.00	11.11	50.00	44.00	27.78	27.27	40.00	61.11	22	25	18
11	*	0.00	0.00	*	9.52	20.00	*	52.38	30.00	*	38.10	50.00	*	21	20
12	0.00	*	0.00	0.00	*	33.33	27.27	*	41.67	72.73	*	25.00	11	*	12
All Grades	0.00	2.86	0.00	15.00	14.29	20.90	51.67	47.14	35.82	33.33	35.71	43.28	60	70	67

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	11.76	72.73	78.95	76.47	27.27	15.79	11.76	22	19	17
10	9.09	0.00	5.56	72.73	64.00	55.56	18.18	36.00	38.89	22	25	18
11	*	4.76	0.00	*	76.19	50.00	*	19.05	50.00	*	21	20
12	0.00	*	16.67	18.18	*	50.00	81.82	*	33.33	11	*	12
All Grades	3.33	2.86	7.46	61.67	71.43	58.21	35.00	25.71	34.33	60	70	67

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	52.94	27.27	10.53	29.41	9.09	15.79	17.65	22	19	17
10	66.67	56.00	55.56	33.33	16.00	0.00	0.00	28.00	44.44	21	25	18
11	*	57.14	45.00	*	33.33	25.00	*	9.52	30.00	*	21	20
12	36.36	*	75.00	18.18	*	8.33	45.45	*	16.67	11	*	12
All Grades	61.02	61.43	55.22	27.12	18.57	16.42	11.86	20.00	28.36	59	70	67

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	5.88	54.55	36.84	58.82	45.45	47.37	35.29	22	19	17
10	9.09	4.00	0.00	54.55	40.00	27.78	36.36	56.00	72.22	22	25	18
11	*	0.00	15.00	*	38.10	20.00	*	61.90	65.00	*	21	20
12	0.00	*	0.00	18.18	*	41.67	81.82	*	58.33	11	*	12
All Grades	3.33	5.71	5.97	46.67	38.57	35.82	50.00	55.71	58.21	60	70	67

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	0.00	90.91	73.68	82.35	9.09	26.32	17.65	22	19	17
10	0.00	4.00	0.00	85.71	72.00	55.56	14.29	24.00	44.44	21	25	18
11	*	9.52	0.00	*	66.67	55.00	*	23.81	45.00	*	21	20
12	0.00	*	16.67	45.45	*	58.33	54.55	*	25.00	11	*	12
All Grades	1.69	4.29	2.99	76.27	70.00	62.69	22.03	25.71	34.33	59	70	67

Conclusions based on this data:

1. 2022-2023 reclassification rate was 12% and the 2023-2024 reclassification rate 32.45%. This is an improvement of 170%.
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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1024	**39.7**	**9**	Students whose well being is the responsibility of a court.
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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	92	9
Foster Youth		
Homeless	9	0.9
Socioeconomically Disadvantaged	407	39.7
Students with Disabilities	159	15.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	5	0.5
Asian	17	1.7
Filipino	5	0.5
Hispanic	519	50.7
Two or More Races	56	5.5
White	419	40.9

Conclusions based on this data:

1. Out largest Student group by race/ethnicity is Hispanic who make up 50.7% of the student body. The only other statistically significant student group based on Race/Ethnicity is White which make up 40.9% of the students.
2. 9% of our population are English Language Learners.

3. 39.7% of our students are socio-economic disadvantaged.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	**Graduation Rate**  Green	**Suspension Rate**  Orange
Mathematics  Yellow	**Chronic Absenteeism**  No Performance Color	
English Learner Progress  Red		
College/Career Low		

Conclusions based on this data:

1. English Learning progress is a high concern.
2. College and career readiness is a high concern.
3. Academic indicators for ELA progress are of high concern.

School and Student Performance Data

Academic Performance
English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
3	1	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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange	 Red	 No Performance Color
32.3 points below standard	163.2 points below standard	0 Students
Decreased Significantly -16 points	Decreased -3.8 points	
253 Students	38 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	 Red	 Orange
2 Students	93.4 points below standard	145.1 points below standard
	Decreased -6.9 points	Increased Significantly +31 points
	104 Students	39 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 2 Students	 No Performance Color 0 Students	Less than 11 Students 6 Students	Less than 11 Students 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Red 94 points below standard Decreased Significantly -22.8 points 131 Students	14.8 points above standard 16 Students	 No Performance Color 0 Students	 Green 31.2 points above standard Decreased -11.2 points 99 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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
180.8 points below standard Increased Significantly +43.2 points 18 Students	147.5 points below standard Decreased Significantly -56 points 20 Students	6.6 points above standard Decreased Significantly -40.6 points 149 Students

Conclusions based on this data:

1. Performance of our socio-economically disadvantaged students is a high concern.
2. Performance of our student with disabilities is a high concern.
3. English Language Learners performance increased significantly.

School and Student Performance Data

Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow	 Red	 No Performance Color
86.7 points below standard	220.6 points below standard	0 Students
Increased Significantly +21.2 points	Decreased -13.2 points	
253 Students	38 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	 Orange	 Orange
2 Students	145.7 points below standard	197.4 points below standard
	Increased Significantly +15.5 points	Increased +7.6 points
	104 Students	39 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 2 Students	 No Performance Color 0 Students	Less than 11 Students 6 Students	Less than 11 Students 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Red 147 points below standard Maintained -1.2 points 131 Students	29.9 points below standard 16 Students	 No Performance Color 0 Students	 Green 23.8 points below standard Increased Significantly +46 points 97 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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
226.9 points below standard Increased Significantly +23 points 18 Students	214.9 points below standard Decreased Significantly -42.9 points 20 Students	35.8 points below standard Increased Significantly +27.4 points 147 Students

Conclusions based on this data:

1. English Language Learners decreased 13.2%.
2. Students with disabilities increased by 7.6%.
3. Our RFEP student performance decreased significantly by 42.9%. 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

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Red
29.8% making progress towards English language proficiency
Number of EL Students: 57 Students
Performance Level: 1

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.

2023 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	26	0	17

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.

School and Student Performance Data

Academic Performance
College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
2	2	1	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.

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
34.7 Prepared	0 Prepared	0 Students
245 Students	34 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	18.3 Prepared	3.1 Prepared
2 Students	120 Students	32 Students

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	0 Students	Less than 11 Students	Less than 11 Students
2 Students		2 Students	1 Student

Hispanic	Two or More Races	Pacific Islander	White
21.6 Prepared	54.5 Prepared	0 Students	49 Prepared
125 Students	11 Students		104 Students

Conclusions based on this data:

1. While this data shows a high concern the missing A-G and Dual Enrollment data at the college and career indicator give an inaccurate sense of our students actual readiness.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Conclusions based on this data:

1. No data upon which to form conclusions.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	0	1	0

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Green	79.4% graduated	 No Performance Color
90.7% graduated	Decreased Significantly -8.8	0 Students
Maintained 0.6	34 Students	
248 Students		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	 Orange	82.9% graduated
2 Students	86.1% graduated	Maintained -0.5
	Decreased -3.3	35 Students
	122 Students	

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 2 Students	 No Performance Color 0 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 88.2% graduated Decreased -1.8 127 Students	100% graduated Increased Significantly 7.7 11 Students	 No Performance Color 0 Students	 Green 92.3% graduated Increased 1.3 104 Students

Conclusions based on this data:

1. Hispanic, SED, and White populations all trend close to the graduation average of 90.7% (a green level performance indicator).

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
1	3	1	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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange	 Green	 No Performance Color
3.1% suspended at least one day	5.4% suspended at least one day	0 Students
Increased 1.2 1045 Students	Declined -1.1 92 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
0% suspended at least one day	 Orange	 Red
Maintained 0 15 Students	4.7% suspended at least one day Increased 1.8 404 Students	8.9% suspended at least one day Increased Significantly 4.6 168 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 6 Students	 No Performance Color 0 Students	0% suspended at least one day Maintained 0 17 Students	Less than 11 Students 5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 4.5% suspended at least one day Increased 1.9 533 Students	 Orange 4.9% suspended at least one day Increased 1.5 61 Students	 No Performance Color 0 Students	 Yellow 1.2% suspended at least one day Increased 0.3 423 Students

Conclusions based on this data:

1. HMBHS suspension rate is mostly medium except for two variations. Our SWD and Hispanic students are high. Attention needs to be pay to how to find alternatives to suspension for these subgroups and give them a sense of 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

Academic Improvement & Equity Focus

LEA/LCAP Goal

ACADEMIC IMPROVEMENT
College and Career: Improve College and Career readiness and attainment for all students
Early Literacy: Expand early literacy efforts for broader academic readiness
Culturally Responsive Classrooms: Promote meaningful, relevant, and respectful instruction for all students

EQUITY FOCUS
Improved Achievement for At-Promise Students: Increase academic outcomes using best practice instruction
Fair Practices For All Students: Provide equitable and inclusive access to district programs and pathways
Safe School Environment: Promote positive, safe, and welcoming campuses that engage all learners

Goal 1

Increase ELA and Math performance indicators for all students, especially for Hispanic, Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD) subgroups.

Identified Need

Hispanic, English Learner (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 subgroups	Hispanic ELA (20%); SED (23.15%); SWD (5.56%) [2022-2023]	5% growth of meets or exceeds standard for all subgroups
CAASPP Met or Exceeds Standard Improvement for Math for subgroups	Hispanic Math (9.30%); SED (12.27%); SWD (5.88%) [2022-2023]	5% growth of meets or exceeds standard for all subgroups
Reclassification Rate for EL students	32.45% reclassification rate [2023-2024]	5% growth of reclassification rate
English Learner Progress Indicator	29.8% making progress toward proficiency	35% 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. Site administration will also refocus ELA and math curriculum to align with CCSS and continue to require that content areas align with College and Career Readiness Standards.

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: 2023-24

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 and #2, 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 we continue to 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

Academic Improvement & Equity Focus

LEA/LCAP Goal

#1 ACADEMIC IMPROVEMENT
College and Career: Improve College and Career readiness and attainment for all students
Early Literacy: Expand early literacy efforts for broader academic readiness
Culturally Responsive Classrooms: Promote meaningful, relevant, and respectful instruction for all students

#2: EQUITY FOCUS
Improved Achievement for At-Promise Students: Increase academic outcomes using best practice instruction
Fair Practices For All Students: Provide equitable and inclusive access to district programs and pathways
Safe School Environment: Promote positive, safe, and welcoming campuses that engage all learners

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 for all students	41.6% UC/CSU site-wide eligibility [2022-2023]	10% growth of UC/CSU eligibility site-wide included subgroups listed above
Increase Hispanic students being scheduled in Honors and AP courses	27.04% Hispanic students scheduled in Honors and AP courses	10% increase for Hispanic student scheduled in Honors and AP courses for 2024-2025
Increase all students, particularly subgroups enrolled in dual enrollment courses	14 students enrolled in CSM dual enrollment courses	5% growth students in CSM dual enrollment courses
Increase CTE completers	49 student completed a CTE pathway [2023-2024]	5% growth of students completing a CTE pathway
Increase the number of students taking AVID courses.	66 students enrolled in AVID courses	5% growth of 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: 2023-24

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 Goals #1 and #2 regarding college and career readiness, academic achievement and equity minded curriculum and instruction 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

#3: WHOLE CHILD

Layers of Support: Continue student wellness strategies and monitor student outcome data to support the needs of the whole child
Social Emotional Support: Provide services that promote social emotional learning, mental health, and emotional support for students
Family Engagement and Support: Provide culturally competent resources to families by strengthening community partnerships

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	142 parent/guardian completed Panorama survey 107 parent/guardian completed California School Parent Survey (CSPS)	30% growth of parents completing the survey
Student participation with Needs Assessment and Naviance surveys provided by the counseling staff	711 of 983 students completed Needs Assessment Survey [2023-2024] 157 of 244 seniors completed the Naviance Exit Survey [2022-2023] - 2023-2024 pending	90% students - 90% seniors
Improve attendance at school informational or other committees open to the public such as ELAC, School Site	No data	20% increase after 2023-2024 baseline set

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Council, PTO, Health and Wellness, and Boosters		
Student participation with California Healthy Kids survey (CHKS)	472 of 9th and 11th grade student completed CHKS	5% growth of 9th and 11th grade students complete the CHKS

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: 2023-24

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 will give both CUSD and HMBHS a more comprehensive sense of student, family, and staff concerns and will inform changes to policies and services provided.

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 2023-2024 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

#3: WHOLE CHILD

Layers of Support: Continue student wellness strategies and monitor student outcome data to support the needs of the whole child
Social Emotional Support: Provide services that promote social emotional learning, mental health, and emotional support for students
Family Engagement and Support: Provide culturally competent resources to families by strengthening community partnerships

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, post suspension counseling, and tier II and III interventions for suspensions given to students with disabilities.	Continue counseling referrals due to controlled substance use and other suspension offenses Students with disabilities show red in the CDE Dashboard Hispanic students show orange in the CDE Dashboard	Move each subgroup (SWD and Hispanic) to the next positive indicator
Positive Behavior Interventions and Supports	Year one of PBIS implementation	Move to year two of PBIS implementation.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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 Safe Space is in a developing stage	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
Re-establish Health & Wellness Committee	Quarterly 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-in 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: 2023-24

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 #4 aligns to LCAP goal #3 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. These measurable outcomes seek to enhance the educational experience of

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 2023-2024 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

4 Parent or Community Members

1 Secondary Students

Name of Members	Role
Andrew Boysen	Principal
Gayle Smith	Classroom Teacher
Emily Baker	Classroom Teacher
Yadira Acosta	Other School Staff
Yasmin East-Bratt	Parent or Community Member
Joy Dardenelle	Parent or Community Member
Julie Baker	Parent or Community Member
Erin Hosilyk	Parent or Community Member
Angelina Yeakley	Secondary Student
Hope Hirst	Classroom Teacher

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, 23, 2024.

Attested:

	Principal, Andrew Boysen on 5/31/2023
	SSC Chairperson, Yasmin East-Bratt on 5/31/2023

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: **2024-25**

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 15, 2024	June 13, 2024

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 graduation rate. These areas are defined as areas of need in the CA Accountability Dashboard and local measures.

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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 wellness counselor and an academic counselor, 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, native plant restoration program, and equine education, 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 Comprehensive Safety Plan and the SPSA goals 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 student representatives 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 2024, 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 and local measures.

School and Student Performance Data

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%	0	0	
African American	%	0%	2.44%	0	0	1
Asian	2.78%	0%	%	1	0	
Filipino	%	0%	2.44%	0	0	1
Hispanic/Latino	69.44%	71.05%	65.85%	25	27	27
Pacific Islander	%	0%	%	0	0	
White	27.78%	23.68%	24.39%	10	9	10
Multiple/No Response	%	5.26%	4.88%	0	2	2
			Total Enrollment	36	38	41

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 10	1	1	
Grade 11	7	10	13
Grade 12	28	27	28
Total Enrollment	36	38	41

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, but is capped currently. PHS has partnered with Half Moon Bay HS to reduce the number of students with disabilities who transfer to PHS, by supporting their credit recovery
3. Hispanic/Latino students 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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners (EL)	11	7	14	21.5%	18.4%	34.1%
Fluent English Proficient (FEP)	17	19	32	69.44%	65.79%	78.0%
Reclassified Fluent English Proficient (RFEP)	21	19		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. For 2023-24, the percentage is 13.1%

2. The percentage of Reclassified Fluent English Proficient (RFEP) students has increased since 2018-2019 and is at around half our population, 52.6% for 2023-24. Currently 65.7% of our students are language learners, either English Learners (EL) or Reclassified Fluent English Proficient (RFEP), a slight decline from the previous year's 68.4%

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		13	10		*	10		*	10			100.0
All Grades		13	10		*	10		*	10			100.0

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 11		*	*		*	*		*	*		*	*		*	*
All Grades	N/A	N/A	N/A		*	*		*	*		*	*		*	*

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		*	*		*	*		*	*
All Grades		*	*		*	*		*	*

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		*	*		*	*		*	*
All Grades		*	*		*	*		*	*

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		*	*		*	*		*	*
All Grades		*	*		*	*		*	*

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		*	*		*	*		*	*
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

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		13	10		*	9		*	9			90.0
All Grades		13	10		*	9		*	9			90.0

* 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 11		*	*		*	*		*	*		*	*		*	*
All Grades	N/A	N/A	N/A		*	*		*	*		*	*		*	*

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		*	*		*	*		*	*
All Grades		*	*		*	*		*	*

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		*	*		*	*		*	*
All Grades		*	*		*	*		*	*

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		*	*		*	*		*	*
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

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
10	*		*	*		*	*		*	*	0	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	4	*
All Grades										6	5	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
10	*		*	*		*	*		*	*		*	*		*
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
10	*		*	*		*	*		*	*		*	*		*
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
10	*		*	*		*	*		*	*		*	*		*
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
10	*		*	*		*	*		*	*		*
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
10	*		*	*		*	*		*	*		*
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
10	*		*	*		*	*		*	*		*
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
10	*		*	*		*	*		*	*		*
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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
38	**76.3**	**15.8**	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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	6	15.8
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	29	76.3
Students with Disabilities	13	34.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
Hispanic	27	71.1
Two or More Races	2	5.3
White	9	23.7

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. Over a third of our student body qualifies for special education.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
College/Career No Status Level	**Chronic Absenteeism**  No Performance Color	**Suspension Rate**  Blue

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 was 0, and the rate for 2023-24 is also 0 at the time of SSC approval. 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Less than 11 Students 10 Students	Less than 11 Students 4 Students	 No Performance Color 0 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 No Performance Color 0 Students	Less than 11 Students 9 Students	Less than 11 Students 2 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Less than 11 Students 8 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 2 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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students 2 Students	Less than 11 Students 2 Students	Less than 11 Students 3 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Less than 11 Students 10 Students	Less than 11 Students 4 Students	 No Performance Color 0 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	Less than 11 Students 9 Students	Less than 11 Students 2 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Less than 11 Students 8 Students	No Performance Color 0 Students	No Performance Color 0 Students	Less than 11 Students 2 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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students 2 Students	Less than 11 Students 2 Students	Less than 11 Students 3 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
making progress towards English language proficiency
Number of EL Students: 2 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.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

1. Public reports protect student privacy when 10 or fewer students are included; when/if data is reported, it will be analyzed.

School and Student Performance Data

Academic Performance
College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	0	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.

2023 Fall Dashboard College/Career Report for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
0 Prepared	Less than 11 Students	0 Students
20 Students	5 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	0 Prepared	Less than 11 Students
1 Student	14 Students	5 Students

2023 Fall Dashboard College/Career Reportby Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
0 Students	0 Students	0 Students	0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
0 Prepared	Less than 11 Students	0 Students	Less than 11 Students
12 Students	1 Student		7 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 Engagement
Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 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 Engagement
Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
38.1% graduated	Less than 11 Students	
Decreased Significantly -27.3	6 Students	No Performance Color
21 Students		0 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	46.7% graduated	Less than 11 Students
1 Student	Decreased Significantly -18.3	6 Students
	15 Students	

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
30.8% graduated Decreased Significantly - 29.2 13 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	Less than 11 Students 7 Students

Conclusions based on this data:

1. The graduation rate for all students declined from 65.4% to 38.1%
2. The graduation rate for Hispanic students declined significantly, from 60%. to 30.8%
3. Shifts in graduation rate are to be expected, first due to students in recent years qualifying for exemption based on AB 104, while younger students do not, as well as statistical swings based on a very small population sample size. Our graduation rate is expected to be much higher for 2024.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Blue	Less than 11 Students	 No Performance Color
0% suspended at least one day	8 Students	0 Students
Maintained 0		
44 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	 Blue	0% suspended at least one day
3 Students	0% suspended at least one day	Maintained 0
	Maintained 0	16 Students
	33 Students	

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue 0% suspended at least one day Maintained 0 32 Students	Less than 11 Students 2 Students	No Performance Color 0 Students	Less than 11 Students 10 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 was 0, and the rate for 2023-24 is also 0 at the time of SSC approval. 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, 2025.
b. Increase the Socioeconomically Disadvantaged (SED) graduation rate by 5% by June, 2025.
c. Reach a 60% graduation rate for all students by June, 2025.
d. Begin tracking HiSET and CPP completion rates with a 2023-24 baseline of 9.5%

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%; EL graduation rate for SY 2022-2023 was 37.9 SED graduation rate for SY 2018-19 was 36.8%; SED graduation rate for SY 2021-2022 was 65%; SED graduation rate for SY 2022-2023 was 46.7% Graduation rate for all students for SY 2018-2019 was 42.3%;Graduation rate for all students for SY 2021-2022 was 65.4%; Graduation rate for all students for SY 2022-2023 was 38.1% HiSET and CPP completion rate for the 2023-24 baseline is 9.5%	English Learners graduation rate: at least 55% graduate in 2024-25 Socioeconomically Disadvantaged graduation rate: at least 70% graduate in 2023-24 Graduation rate for all students: at least 60% graduate in 2024-25 Maintain a HiSET and CPP completion rate of 10%

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

Strategy/Activity 1

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

English Learner (EL) Students

Strategy/Activity

Increase communication with students and guardians. Work with administrative assistants, 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)
700	Title I 5900: Communications

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)
600	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)
500	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, or on spreadsheets

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)
540	LCFF 5800: Professional/Consulting Services And Operating Expenditures Educator Effectiveness if available, if not, RU

Annual Review

SPSA Year Reviewed: 2023-24

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 English Learner (EL) graduation rate continued to decline, to 37.9%.The Socioeconomic Disadvantaged rate increased from the pre-pandemic baseline but declined from the previous year.

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

We have not spend much of our allocated funds and would like to make sure we create events and initiatives to take advantage of 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 replaced the EO graduation rate subgoal with All students, a more valid measurement that aligns with state 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

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

Regularly communicate with students and families about progress towards graduation through visual representations of credit recovery.

Identified Need

Students and families need support with understanding credit recovery and high graduation requirements.

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	Teachers will create a user-friendly visual representation of academic progress that will be available for students and parents to view.	Better awareness of academic progress will increase student credit completion rates.
Maintaining a .5 Academic Counselor	.5 counselor in 2023-24, paid for with Mental Health and LCAP funds	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 will meet with teachers weekly to go over their progress using the teacher created visual representation of their academic progress.

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

Implement 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

Counselor will work so that parents and families will receive weekly visual representations of student progress via email or text.

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

.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

Use the data from the teacher created student progress protocols to create a tracking system on a spreadsheet to get accurate data on course completion: Edgenuity courses attempted and completed in the 24-25 school year, in-person classes attempted and completed, work experience credits earned, and HiSET/CPP completion. Teachers will use the data in their PLC meetings to refine instructional methods and educational experiences.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2023-24

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.

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

Specified details of the format of the completion rates tracking system

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 .5 counselor will 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 2025

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	SY2023-2024 Parent Teacher circles 90%;	SY2024-2025 Parent Teacher circles 95%;
School Site Council Membership	3 parent representatives in 2023-24	Maintain 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, teachers, students, and families collaborate through Site Council 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.
Suggestions include:

- Paper mail or text messages from trusted staff-
- Parent updates on student performance
- Student created video
- Communication with credit deficient HMBHS families, partly to dispel myths about PHS
- Postcards, "doing good" with specifics from teachers, or calls home

- Parent invited on field trip or career week
- Invite parents on field trips so they see what the class is like to gain understanding
- Parent jobs could be visited or parents invited to share at career week
- Invite parents to circle

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 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

Parent Engagement Events: Food-based celebrations family farm to table), graduation events, family back to school events, Coyote Fest, open house, student designed parent day, activity-based with credit check

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)
600	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)

All students

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. 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.

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)
100	Title I 0001-0999: Unrestricted: Locally Defined Family Engagement

Annual Review

SPSA Year Reviewed: 2023-24

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.

Feedback from parents on Site Council has helped PHS develop strategies for better communication with parents

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 strategies of Family Engagement 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 2025
2. Decrease Chronic Absenteeism to under 70% by June 2025
3. Limit the number of suspensions to fewer than 3 by June 2025
4. 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% Chronic absenteeism for 2023-24: 79.5% Attendance Rate 2021-22: 43.5% Attendance Rate 2022-23: 52.5% Attendance Rate 2023-24: 66.9%	Chronic Absenteeism improved from 2022-23 by 13.1%, so setting a goal for a 9.5% decrease in 2025 Attendance rates improved by 14.4%, exceeding continuing goal of 2% increase annually
Suspension data	Suspension Rate 2019-20: 0% Suspension Rate 2020-21: 0% Suspension Rate 2021-22: 0% Suspension Rate 2022-23: 0% Suspension Rate 2023-24: 0%	PHS has maintained 0 suspensions
Expulsion data	Expulsion Rate 2019-20: 0% Expulsion Rate 2020-21: 0%	PHS has maintained 0 expulsions

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Expulsion Rate 2021-22: 0% Expulsion Rate 2022-23: 0% Expulsion Rate 2023-24: 0%	

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

Strategy/Activity 1

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

All Students

Strategy/Activity

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 in Coyote Circles and Site Council

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

Amount(s) Source(s)

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)
540	Other 5800: Professional/Consulting Services And Operating Expenditures Educator Effectiveness Grant

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

Supports provided by School Linked Services and Pilarcitos Wellness Program are strengthened with a .25 Therapist

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

Amount(s)	Source(s)
20000	District Funded 2000-2999: Classified Personnel Salaries

Annual Review

SPSA Year Reviewed: 2023-24

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.

PHS staff participates in the district restorative justice/practices program that has been implemented with funding from the Get Healthy San Mateo Grant, and strengthened by the CBYHI grant from DHCS

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 parent feedback to expand opportunities for parent communication and engagement

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	$74,080.00

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	$3,000.00

Subtotal of additional federal funds included for this school: $3,000.00

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	$70,000.00
LCFF	$540.00
Other	$540.00

Subtotal of state or local funds included for this school: $71,080.00

Total of federal, state, and/or local funds for this school: $74,080.00

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	-953.00
Title III	1334.20	1,334.20

Expenditures by Funding Source

Funding Source	Amount
District Funded	70,000.00
LCFF	540.00
Other	540.00
Title I	3,000.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	1,800.00
1000-1999: Certificated Personnel Salaries	50,000.00
2000-2999: Classified Personnel Salaries	20,000.00
5000-5999: Services And Other Operating Expenditures	500.00
5800: Professional/Consulting Services And Operating Expenditures	1,080.00
5900: Communications	700.00

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

5800: Professional/Consulting Services And Operating Expenditures	LCFF	540.00
5800: Professional/Consulting Services And Operating Expenditures	Other	540.00
0001-0999: Unrestricted: Locally Defined	Title I	1,800.00
5000-5999: Services And Other Operating Expenditures	Title I	500.00
5900: Communications	Title I	700.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	2,340.00
Goal 2	50,000.00
Goal 3	1,200.00
Goal 4	20,540.00

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

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
Patricia Stevenson	Parent or Community Member
Kylie Loubal	Secondary Student
Molly Schauer	Classroom Teacher

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 5/15/2024



SSC Chairperson, Patricia Stevenson on 5/15/2024

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
Amber Lee-Alva

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Carmen Daniel
Kimberly Hines
Sophia Layne

MEMORANDUM

MEETING DATE: June 13, 2024
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Deputy Superintendent of Educational Services
Andrew Boysen, Principal, Half Moon Bay High School
Theresa Janzen, AP Language Arts Teacher, Half Moon Bay High School
CATEGORY: Consent/Approval
ITEM TITLE: Adoption of AP English Language Textbook for Half Moon Bay High School

BACKGROUND INFORMATION

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text from a range of disciplines and historical periods. The AP English Language and Composition course aligns with an introductory college-level rhetoric and writing curriculum. Although this course has been approved and established at the high school for several years, there has not been an adoption of a textbook to support the students and the instructor.

Student Impact:

Students in grade 11 will have the opportunity to take this course offering. For the upcoming 2024-25 school year, there are approximately 85 students enrolled in three sections.

SPSA/LCAP Goal Alignment:

#1 Student Achievement
#2 At-Promise Students

Monitor Progress and Success:

Student performance in the College Board AP Language and Composition exam will provide an indicator that the curriculum provided by the text is appropriate. The growth of students from sub-groups taking the course will illustrate our ongoing goal of having the students taking AP courses representative of our whole site population.

FISCAL ANALYSIS

No impact on the General Fund. Purchase will be paid with Lottery Funds.

Description	Total	Per Unit	Sale	Total
AP Lang & Comp. Student Edition (SE)	120	$26.41	$22.95	$2,754.00
Writing for the AP Exam (SE)	35	$17.95	$15.95	$558.25
AP Lang & Comp. Teacher Edition (TE)	1	$49.95	$0.00	FREE
Writing for the AP Exam (TE)	1	$34.95	$0.00	FREE
			Subtotal	$3,312.25
			Tax	$347.79
			Shipping	$397.47
			Total	$4,057.51

RECOMMENDATION

It is recommended that the Cabrillo Unified School District Governing Board approve the adoption of the Advanced Placement (AP) Language & Composition Student Edition (SE) and Teacher Edition (TE) textbook for Half Moon Bay High School for implementation beginning the 2024-2025 academic school year.

PERFECTION LEARNING®

1000 North Second Ave
Logan, Iowa 515461061
(800) 8314190
orders@perfectionlearning.com

Quote

#QUO2114

4/22/2024

Bill To
ATTN:
CABRILLO UNIFIED SCHOOL DIST
498 KELLY AVE
HALF MOON BAY CA 94019
United States

For Delivery to:
ATTN: RECEIVING
HALF MOON BAY HIGH SCHOOL
1 LEWIS FOSTER DR
HALF MOON BAY CA 94019
United States

Expires	Terms	Sales Rep	Sales Rep Email
6/21/2024	Net 30	Carissa Hicks	carissa@perfectionlearning.com

Item	Description	ISBN	QTY	Years	List Price	Sales Price	Sales Price Amount
T324101	**AP Lang & Comp SE**	9781690385547	120	1	$26.41	$22.95	$2,754.00
T871801	**Writing for the AP Exam: Language & Composition SE**	9781663666970	35	1	$17.95	$15.95	$558.25
T3242	**AP Lang & Comp TR**	9781690385554	3	1	$49.95	$0.00	$0.00
T8720	**Writing for the AP Exam: Language & Composition TR**	9781663666994	1	1	$34.95	$0.00	$0.00

NOTES TO CUSTOMER

Subtotal	$3,312.25
Product Saving	$670.00
Tax Total (9.375%)	$347.79
Shipping Cost	$397.47
Handling Fee	$0.00
Total	$4,057.51

Order over $5,000 are not eligible for payment by credit card.

QUO2114

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
Amber Lee-Alva

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Carmen Daniel
Kimberly Hines
Sophia Layne

MEMORANDUM

MEETING DATE: June 13, 2024
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Deputy Superintendent of Educational Services
Andrew Boysen, Principal, Half Moon Bay High School
Lisa Longaker, CTE Coordinator, Half Moon Bay High School
CATEGORY: Consent/Action
ITEM TITLE: Approval of 2024-25 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 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, career, and technical instruction and also 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 $15,945.00 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 the 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 $7,972.00 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: 2024-25 Strengthening Career and Technical Education for the 21st Century Act (Perkins V),131 - Secondary Education, Grant Application

FISCAL ANALYSIS

There is no financial impact on the General Fund. This grant will provide $15,945 of the 2024-25 Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Categorical fund.

RECOMMENDATION

Approve as submitted.

Cabrillo Unified (131 - Secondary)

2024-25 Application

Local CTE Program Changes Update

Quick Facts Box

Allocation Amount	$15,945.00
Budgeted Amount	$15,945.00
Indirect Amount	$759.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed $0.00
Application Due Date	Friday, May 17, 2024 11:59 PM
Application Status	Not Submitted
GAN Status	GAN has not been processed or sent to LEA
Fiscal Activity	No fiscal activity
Approved Claims	

* Subject to change based on Capital Outlay and actual expenditures

Local CTE Plan Update

Are there any major changes made to the LEA's CTE program for 2024-25, 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**

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

Questions: Perkins Support Team | perkins@cde.ca.gov

California Department of Education
1430 N Street
Sacramento, CA 95814

Web Policy

Cabrillo Unified (131 - Secondary)

2024-25 Application

2024-25 Section II - Stakeholders

Quick Facts Box

Allocation Amount	$15,945.00
Budgeted Amount	$15,945.00
Indirect Amount	$759.00 *
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Application Status	Not Submitted
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

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:

Submit Teacher

1A) CTE Teacher's Last Name	1C) Document Title/ 1D) Subject Description	2A) Site Name	2C) CALPADS Pathway	Status	Comments	Action
Andersen, Nina	Career Technical Education Teaching Credential -- Arts, Media, & Entertainment	Half Moon Bay High	Arts, Media, and Entertainment -- Design, Visual, and Media Arts	Approved		Delete Review
Hanson, Hana Lani	Single Subject Teaching Credential -- Agriculture AND Agricultural Specialist	Half Moon Bay High	Agriculture and Natural Resources -- Agriscience	Approved		Delete Review
Olson, Pat	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
Smith, Gayle	Single Subject Teaching Credential -- Agriculture AND Agricultural Specialist	Half Moon Bay High	Agriculture and Natural Resources -- Agriscience	Approved		Delete Review
Wigginton, Ralph	Career Technical Education Teaching Credential -- Building & Construction Trades	Half Moon Bay High	Building and Construction Trades -- Residential and Commercial Construction	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, 2024-25 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

Questions: Perkins Support Team | perkins@cde.ca.gov

California Department of Education
1430 N Street
Sacramento, CA 95814

Web Policy

Cabrillo Unified (131 - Secondary)

2024-25 Application

2024-25 Section III - State Determined Performance Levels

Quick Facts Box

Allocation Amount	$15,945.00
Budgeted Amount	$15,945.00
Indirect Amount	$759.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed $0.00
Application Due Date	Friday, May 17, 2024 11:59 PM
Application Status	Not Submitted
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

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 Reading/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

☑ **LEA Section Sign-off**

CDE Review and Sign-off

CDE Comments

☐ Section Approved

Save | Save and Continue to Section IV

Cabrillo Unified (131 - Secondary)

2024-25 Application

2024-25 Section IV - Comprehensive Local Needs Assessment (CLNA) Reporting Template & Local Application Requirements

Quick Facts Box

Allocation Amount	$15,945.00
Budgeted Amount	$15,945.00
Indirect Amount	$759.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed $0.00
Application Due Date	Friday, May 17, 2024 11:59 PM
Application Status	Submitted For Review on May 7 2024
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

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 April 25, 2024. 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 breakouts focusing on workforce readiness needs for individual pathways and industries, options for workforce readiness certificates and the needs of our industry partners. 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 pathway specific advisory meetings for our agriculture and building and construction pathways. The fall Agriculture and Natural Resources specific advisory meeting took place on November 16, 2024 and a spring meeting will take place on May 16, 2024. The Building and Construction Trades specific advisory meeting took place on

September 25, 2024. In lieu of spring pathway specific advisories, all pathways participated in the county wide advisory meeting. All advisory minutes and membership lists are on file with the LEA. (Maximum 5000 Characters ≅ 2.78 pages)

ii. **The basis for that meeting should have included a discussion/agreement of the eligible grant recipient's Perkins V accountability indicators plus a self-evaluation, as detailed in the "Workbook to Accompany the CLNA Reporting Template." Was the eligible grant recipient's previous self-evaluation based on the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) "11 Elements of a High-Quality CTE Program" aka the "CTE Self-Review," the CTEIG Self Review Rubric, or Workbook to Accompany the CLNA Reporting Template? How will the eligible grant recipient move towards the 12 Essential Elements of a High-Quality College and Career Pathway, which are supported by the Guiding Policy Principles to Support Student-Centered K–14+ Pathways, established by the California Workforce Pathways Joint Advisory Committee (CWPJAC)? The Guiding Policy Principles to Support Student-Centered K–14+ Pathways can be found on the CWPJAC's web page at, https://www.cde.ca.gov/ci/ct/gi/guidingpps.asp.**

The sources of data for the SWP consortium sponsored county wide stakeholder engagement meeting were from the EDD, Community College Centers for Excellence, labor market analysis, and Perkins core indicators. The sources of data for the previous district wide advisory meeting were the Workbook to Accompany the CLNA Reporting Template, the CTE Self-Review:11 Elements of a High Quality CTE Program, CTEIG Self Review/Evaluation Rubric, Perkins core indicators and other disaggregated data, DataQuest, EDD, 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.
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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 Countywide Advisory meeting will be Thursday, November 7, 2024. Stakeholders from the individual districts in the CTE consortium, the county office of education, community colleges, workforce development and all other required stakeholder partners will be present.
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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?**

All stakeholders were present. CTE Coordinators, district administration and counselors, school board members, workforce development, business and community stakeholders, parents, students, and teachers were all present. In the future, we need to increase representation of students and parents. We hope to accomplish this by having students present their ePortfolios at the spring advisory meetings so our industry partners can be a part of student portfolio

assessment. We also continue to offer a hybrid/Zoom option as it can be most conducive for attendance of some industry partners, 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. We update our contact list annually, adding and deleting invitees as needed.
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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.**

CTE graduation rates consistently outperform their cohort graduation rates. In 2022-23, 100% of CTE senior completers graduated, exceeding the 86.2% schoolwide and SDPL of 88.10% (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. Of the 2022-23 CTE completer graduates, 29.63% were students with disabilities, 33% were socioeconomically disadvantaged, 66.67% were non-traditional 7.41 percent were classified as ELL, 70.37% identified as Hispanic/Latino and 22% identified as white. The change in these numbers demonstrate our changing student population and that CTE is serving special population students well. DataQuest: District wide, 21-22/ 44.09% 22-23/ 40.65% met or exceeded ELA standards (CAASPP) and 21-22/ 21.90%, 22-23/31.50% met or exceeded math standards (CAASPP). 3 year academic proficiency data is incomplete due to lack of testing during and post Covid. Our juniors underwent CAASPP testing again for the first time in the spring of 2022. Academic data available for 2022 graduates was from Lexia testing for reading proficiency. 46.15% of 2022 CTE completers scored proficient in Lexia, above the district wide average. This is below the SDPL of 63.40%, however Lexia does not test all of the areas targeted for this metric. ELA and math scores are both areas of improvement for CUSD. The 2023 graduates have the first post-Covid CAASPP scores. In ELA, 41.18% of CTE completers scored proficient, below the 63.27% overall for all students, and the SDPL of 63.40%. In math, 23.53% of completers scored proficient, again below the 39.58% overall and the SDPL of 36.50%. In science, 12.50% of CTE completers scored proficient compared to 17.58% overall and the SDPL of 31.20%. Overall, CTE completers are scoring lower than the general student population in all areas. This data will inform decision making and be shared with CTE teachers and staff to create improvement plans. There is much room for improvement in our district as a whole with regard to CAASPP scores and meeting the SDPLs, CTE included. Since Covid, CUSD, like many other districts, is struggling with high rates of chronic absenteeism, particularly at the high school level, which has a

direct impact on academic performance and proficiency. Our primary focus for improvement for 24-25 is increasing student attendance in order to improve academic metrics. 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. Data showed an issue with providing equity and access to our special needs students in our Agriscience pathway. While we had many special education students in our Introductory Ag courses, they did 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 as well as Agri-biology for 23-24, giving 25 special population students the earth science and/or life science credits they needed while enabling them to stay in the Agriscience pathway for multiple years. The other SDPL metric that requires continued improvement is non-traditional representation. While overall 57.10% of our CTE completers are nontraditional, the majority come from our Agriscience pathway. 78.8% of our Ag completers are nontraditional, far above the SDPL of 21%. By comparison, only 11.8% of our Building and Construction Trades pathway completers are nontraditional. We keep this issue at the forefront in advisory discussions. Our industry partners struggle with nontraditional representation in their workforce as well. We continue to provide as many opportunities as possible for our female students to have exposure to careers in the trades. We had a fantastic female panelist on one of our monthly sector career panels from the elevator union who was also an alumnus of our school. Nontraditional representation in BCT has and continues to be a challenge. The final metric for improvement is the attainment of postsecondary credits. Dual enrollment is relatively nonexistent in CUSD. We have run into considerable roadblocks around DE, primarily the fact that our local community colleges do not offer courses in our two main pathways. We plan to continue exploring articulation options and dual enrollment opportunities. We received a CCAP dual enrollment grant to help us further this work at our high school site. Both of our new AME pathways have potential for dual enrollment with our partner college. None of the community colleges in our county have BCT or agriculture programs so we are hoping to find limited partnerships to meet the needs of these pathways for dual enrollment outside our county. We are in the beginning stages of developing a pre apprenticeship partnership with two of our local unions and an out of county community college for our BCT pathway. We are hoping this partnership will help us increase postsecondary options and opportunities for our pathway completers. The CTE completer survey of our 2023 graduates resulted in a 100% placement rate, exceeding the SDPL of 69.40%; 12% are attending a four year college or university, 75% are attending community college, technical or vocational school or certificate program, and 12% are in a military branch. 12% of respondents are studying in the field of Agriculture and Natural Resources, 0% are in a trades pathway, 62% are studying in a health related field, 12% enlisted in the military, 12% are undecided, and 0% are incarcerated. Of students attending postsecondary schools, 50% are employed full or part time at or above minimum wage and 50% are not employed. 75% 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 24-25 school year, enrollment in our agriculture pathway increased due to increased course offerings, on-site middle school recruitment and integration of middle school wheel courses. We now have two Agriculture teachers to staff additional sections and we will be able to maintain two full time agriculture teachers in the department for 24-25. Through our SWP consortium grant, we have been able to provide green careers field trips to our pathway students and our middle school students. We have been able to access additional funds through SWP to improve our developing middle school farm and garden. Our long-time industrial arts

teacher retired in June of 2023. We were very fortunate to find a replacement from industry. We are transitioning our traditional woodworking pathway to Residential and Commercial Construction. As a result of this transition, we will not have any pathway completers for the 23-24 school year. 24-25 will be the first year for capstone students and completers should be reported in June of 2025. We have added two AME pathways which should also report their first completers in June of 2025. We are working on credentialing to add a welding pathway to our CTE offerings. Based on student interest, we hope to add a healthcare pathway in the future. We have improved our CTE data collection and will continue to do so beyond the Perkins V tables to better identify gaps, barriers, successes and improvement.
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3. **Section 134(c)(2)(B)(i): Program Size, Scope, and Quality to Meet the Needs of All Students**

SIZE: We increased from 2 CTE pathways to 3 in 22-23 and added a 4th pathway in 23-24. We are working toward adding a 5th pathway for 24-25, pending teacher credentialing. Our pathways are open to all students. Agriscience, Residential and Commercial Construction, Broadcasting, and Digital Art and Design are the pathways being offered for 23-24. The following are the course offerings for each pathway with the number of students registered for 23-24: Agricultural Earth Science (114), Biology and Sustainable Agriculture (51), Chemistry and Agriscience (24), Advanced Agriscience Honors (26) and Agriculture Communications and Leadership (16). 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. A new Animal science course will be added for 24-25, showing a projected enrollment of 29 students. Our Digital Art and Design pathway consists of Digital Illustration (19) (concentrator) and Digital Design & Marketing will be offered as the capstone for 24-25. As this is a brand new pathway, it is still small and will need to be double rostered until enrollment numbers can sustain both courses. Our second AME pathway in media arts consists of 2 courses, Broadcasting (22) (concentrator) and Advanced Video Production (2) (capstone). This pathway is new to CTE and will not report completers until June of 2025. Our new Residential and Commercial Construction pathway consists of Essentials of Building and Construction (40) (concentrator). Advanced Building and Construction (capstone) will be added for 24-25. 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. 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. Over the past 3 years, by student request, we have increased our middle school offerings to include an Ag science elective at every grade level, 6-8. High school Ag teachers receive a district funded SAE period, FFA advisor stipend, and a CTEIG funded extended year contract. We have dedicated time and resources to exploring CTE credentialing to begin our AME pathway and hope to add a welding pathway in 24-25. We are updating our BCT pathway to residential and commercial construction to better prepare our students and meet the needs of the industry. We plan to continue exploring articulation options and dual enrollment opportunities. We received a CCAP dual enrollment grant to help us further this work at our high school site. Both of our new AME pathways have potential for dual enrollment with our partner college. None of the community colleges in our county have BCT or agriculture programs so we are hoping to find limited partnerships to meet the needs of these pathways for dual enrollment outside our county. By increasing our number of pathways and providing introductory level courses at the middle school, 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 24-25 including adding capstone courses to make our AME

pathways 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 pathway 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 and expanded. The former CMW pathway (120) is transitioning to Residential and Commercial Construction (123) to better meet the expertise of our new teacher and meet the needs of industry and students. The course sequence to be offered includes concentrator #7341 Essentials of Building and Construction, and capstone course, #7342 Advanced Building and Construction. These courses are UC/CSU G level elective courses. Our AME sub- pathway (111C) offers #7217 Digital Illustration as a concentrator and will add #7218 Design and Marketing as a capstone for 24-25. Our art department has an introductory prerequisite "Art Spectrum" course that students take before entering into any art pathway courses. This has made our capstone course a third year art course, making it a struggle to gain capstone enrollment. Our administration is supportive of CTE and has helped make changes to increase pathway numbers, including making Art Spectrum a recommendation rather than a requirement for the first time for 24-25 course registrations. We are hoping this change will increase enrollment and our ability to offer a capstone course in the future. Our second AME sub-pathway (111D) consists of #7220 Broadcasting (concentrator) and #7221 Advanced Film and Video Production (capstone). 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, and STEM. 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 pathways. 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 had access to iCEV curricula and certifications in 22-23 and 23-24. For the first time in 23-24, all BCT students had the opportunity to earn OSHA 10 certification. We are working with our county consortium SWP partners to develop an ePortfolio and 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 departments 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 courses that align directly to our Agriculture or Building and Construction Trades pathways. 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. (Maximum 5000 Characters ≅ 2.78 pages)

5. **Section 134(c)(2)(D): Improving recruitment, retention, and training of CTE teachers and paraprofessionals, including underrepresented groups**

In 22-23, we were able to hire a second Agriculture teacher to staff additional sections. This says a lot about the strength of this program as we are declining in enrollment as a district. We were able to

maintain two full time teachers for 23-24 based on increased student enrollment in the pathway and will do so again in 24-25. 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. Our county consortium partner, SMCOE, has an MOU with the Orange County Office of Education for CTE credentialing for all county partner districts. This has also helped us tremendously in the credentialing process. We have added 1 credentialed teacher in 22-23 who recently cleared her credential in 23-24. We added another teacher with a preliminary credential in 24-25. We now have 5 CTE credentialed teachers, up from 2 just a couple of years ago. Teacher retention is a struggle in our district as we are a lower paying district compared to surrounding districts a short commute away. Our CTE coordinator recently applied for the GSPP grants to increase our braided funding sources to support pathways and teachers. Included in the GSPP budgets is a CTE instructional aid to support the BCT and future welding pathways. We hope that additional supports such as these will help us retain high quality CTE teachers and staff. 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 CTEIG funded .2 extended contract 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, Welding, Parliamentary Procedure teams, farm business management, livestock and public speaking competitions. Two of our students placed at the regional level in the first FFA Spanish speaking creed competition and went on to the state level competition in 22-23. In 23-24 we had another student compete at the state level in this event. Our CTE Coordinator received the FFA Star Support Staff Regional award in 23-24. CTE funding is used to support professional development of all CTE teachers and CTE related staff. We took 25 students, 3 teachers (both high school and middle school), and 3 district administrators to the FFA state conference in March. While students participated in competitions and events, our CTE coordinator, middle school teacher, high school principal and assistant superintendent participated in the FFA administrator experience. This professional development opportunity gives administrators a better understanding of what FFA is and the benefits for students, teachers and the school community so they are better equipped to support their staff and students. (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 were not continuing into the concentrator and capstone level courses. 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 did not exist in the higher level courses, so the SPED students were forced to move to regular 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 informed our decision making. We have made changes to our pathway to help remedy this situation. The agriculture department 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. For the first time in 23-24, we were able to offer an enhanced section of this course to meet the needs of our special population students. We had 114 students registered for Earth science in 23-24, one of the sections with a push-in SPED teacher. In addition, we were able to offer an enhanced section of Ag Biology. These changes have allowed special population students to gain both life and physical science credit while staying in the CTE pathway. In addition, we changed our course titles to better align with the regular science pathway. This helps students and families to better see the equivalency and alignment of our agriscience courses to the regular science courses. The State non-traditional target is 21%. 57.1% of Ag pathway completers for 22-23 were nontraditional (far above the state target) whereas only 11.8% of BCT pathway completers were nontraditional, 9.2% below the state target. Nontraditional representation in BCT is an ongoing issue to be addressed. 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 best identify gaps and barriers and to learn what is and is not working for special population students. We will work with our stakeholders to best serve all students with a lens on our special populations to identify and eliminate barriers to access and success.
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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 special education co-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. We continue to improve upon student access to career exploration, CTSOs, teams, mentors, and other work-based learning experiences. Through one of our SWP consortium grants, we have been able to offer green career focused field trips for students. 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. For the last 2 years, we have provided monthly career panels for students as well as an annual job fair and career and college fair. 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 extended our green careers field trips to the middle school level for 23-24. Our CTE Coordinator has organized monthly sector career panels that high school students can attend during their advisory period. Our middle school students are sometimes able to attend when they can come to the high school. Our middle school college and career class has also started using the online Tiggbee career platform. We have participated in multiple K-12 SWP consortium grants in rounds 1, 2, 3, 5, and 6. Our 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 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 internships is an ongoing goal 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. 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 SPED teachers brings her entire class to every career panel. 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. Many of our trades panelists are former graduates and work in the community and county. 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. We are expanding the use of mentors and speakers from industry and the community. There will be a new Animal Science course available to students in agriculture for 24-25. This course will incorporate a goat program with our special population students. 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 graduation requirements as well as pathway completion. 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. Career readiness and leadership skills are continuously embedded in CTE pathway curriculum. All CTE students had the opportunity to attend at least one field trip in 23-24, and most of our special population students attended multiple field trips including CTE Day at Skyline College. We are increasing our efforts to expose our special population students to our community college campuses to create true connections for them in what will likely be the next step in their educational journey.
(Maximum 5000 Characters ≅ 2.78 pages)

7. **Section 134(c)(2)(B)(ii): Alignment to Labor Market Information**

Our partnerships in our county CTE consortia including our community colleges, and our advisories 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. 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 is $25.29/hr and $29.18/hr. for veterinary technicians. Computer Science (ICT) and technology skills are an identified need in Agriculture. We were recently awarded funds in a round 6 SWP consortium grant with our NCAP partners to focus on app development in agriculture. AME is one of the largest pathways in California and is popular among students. LMI data (CoE) continues to show strong future employment in the AME sector, particularly in digital media. From 2020-2025 in the Bay Region,

CoE data shows 16.43% growth for camera operators, television, video and film, 22.72% for broadcasters, radio disc jockeys and announcers, 29.02% growth for broadcast technicians, and 108.54% growth for news analysts, reporters and journalists. 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 gasses 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. All of our BCT pathway students had the opportunity to receive their OSHA 10 certification in 23-24. Both the Ag and 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 disappearing 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. 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.
(Maximum 5000 Characters ≅ 2.78 pages)

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 advisory meetings. Our Agriscience, Residential and Commercial Construction, Digital Media and Broadcasting pathways will be supported by this Perkins grant in 24-25. We have a non-CTE welding pathway pending teacher credentialing that may also be supported once the credentialing process is completed. Advisories 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 ICT-Computer Science and welding with non-Perkins support for CTE credentialing to make these into CTE pathways. 2. We are part of an NCAP consortium that was awarded K-12 SWP grants supporting our Agriculture program. This grant has provided a great deal of support for professional development and CTSO activities for our agriculture program. We have received a round 5 SWP 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 24-25. 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. Once CTE credentialing is complete, we hope to add our welding pathway to CTE and expand its course offerings and increase industry alignment. If we are unable to maintain a qualified building and construction teacher, we are also looking at Ag mechanics as a potential additional sub pathway in order to keep these courses going on our campus. 3. The middle school modules are 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. In 23-24, CTEIG funds were used to produce promotional CTE pathway videos targeted for our middle school students. Counselors hold PLPs for 9th grade students to show them how to log into Naviance, 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.
(Maximum 5000 Characters ≅ 2.78 pages)

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 (1) career exploration and career development coursework, activities and services, our (2) 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 (3) 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 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 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. 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 in and use Naviance, 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. Through a CTE partnership with our local education foundation, we have provided monthly career panels for students for the last 3 years, as well as an annual job fair. These panels have given students career exposure as well as information on next steps for careers they are interested in, and the current and future job outlook for these occupations.
(Maximum 5000 Characters ≅ 2.78 pages)

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 pathway for students. 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. We are adding an additional CTE course for 24-25 which we are also working to articulate with an out of county community college. We are also pursuing dual enrollment for our other pathways. CUSD will continue to work with its industry and other stakeholders as well as with its consortia partners to improve academic and technical skills. The BCT courses are all UC/CSU G college preparatory electives. Digital Art & Design courses give students "F" fine arts credit as do our

Broadcasting courses. Our middle school STEM modules feed into our high school pathways. Existing 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. All of our BCT students had the opportunity to receive their OSHA 10 certification for the first time in 23-24. 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 and Ag courses 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 other CTE pathway courses concurrently or consecutively. None of our three local community colleges currently offer classes that align directly to our Ag or BCT pathways. 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 currently working with industry partners and Foothill college to create a 12 unit pre-apprenticeship certificate for our BCT students. Dual enrollment (DE) is relatively new to our district and needs to be a piece of the puzzle to launch, expand/redesign, develop and deliver extensive career pathways while addressing academic achievement gaps and issues of equity and diversity for all students. DE partnerships will increase dual enrollment offerings and strengthen partnerships between the districts and colleges, expanding access to college, certificate programs, and livable wage careers for disproportionately impacted students. Curriculum development and alignment will take part through powerful engagement and facilitation across pathway teams made up of high school, college and industry partners to design rigorous curriculum and culturally relevant pedagogy all while increasing value and appeal in dual enrollment course offerings.

4. **Section 134(b)(5)(A-D): describe how the eligible recipient will:**

   i. **provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;**

   ii. **prepare CTE participants for non-traditional fields;**

   iii. **provide equal access for special populations to CTE courses, programs, and programs of study; and**

   iv. **ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations. Use the information provided through the CLNA to answer the content of this section.**

Use the information provided through the CLNA to answer this content of this section.

We will continue to identify the labor market, employer, 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. Through trades introductory programs and career panels, we will engage special population students 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. We are in the process of creating a mentoring database of industry professionals willing to mentor and network with our students. 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.
(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. The Ag curriculum integrates WBL and their respective CTSO (FFA) as an integral component, as well as career awareness, exploration and application which includes 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 paid by CTEIG. These teachers work with and supervise students WBL SAE projects, job placement and student- led enterprise projects and activities. Students 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, Parliamentary Procedure, Speech, and Welding teams. 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. We have made tremendous progress in the last 3 years, sending students to both the FFA national and state conferences in 23-24. We have added several other WBL opportunities for all pathway students including CTE Day at Skyline College, the Cañada College Career Pathways event, two construction site field trips for the building and construction students with plans to attend CEIF's Trades Day in the fall of 2024, Green Careers field trips for high school and middle school students, and Jobs for Youth workshops. CTE 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. Some employers serving on advisory committees have identified jobs within their businesses and agencies that can serve as WBL opportunities for students. Students intern with many of these businesses. We need to continue to work at providing more WBL opportunities for students in all pathways, particularly formalized internships.
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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 classes in order to meet their science credit requirements. 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 received 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. Both of our AME pathways have potential for DE with our partner colleges. We are currently waiting to hear back from our community college partner regarding minimum qualifications applications for both of these teachers. None of the community colleges in our county have agriculture programs so we are engaging in conversations to develop a limited partnership for dual enrollment outside our county to meet the needs of this program. We are currently working with industry partners and Foothill college to create a 12 unit pre-apprenticeship certificate for our BCT students. Dual enrollment (DE) is relatively new to our district and needs to be a piece of the puzzle to launch, expand/redesign, develop and deliver extensive career pathways while addressing academic achievement gaps and issues of equity and diversity for all students. CTE has strong support of the school administration, and our counseling team. 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. 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, however due to decreases in CTE funding, we are unfortunately being forced to slow the addition of new pathways to ensure we do not face sustainability challenges.
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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.**

   As is the case in most districts, teacher recruitment and retention is a huge challenge, particularly in our small unified district. CUSD pays far less than surrounding districts, particularly the high school districts making teacher retention problematic as we lose many teachers to higher paying districts within commuting distance. The fact that most industry professionals with the desired industry experience to teach CTE courses make far more money in their respective industries than in education further compounds this issue for CTE teacher recruitment. Our BCT teacher retired in June of 2023. We were able to fill the position, but only had one applicant and are concerned about the long term longevity of this pathway. 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. Our Ag program continues to expand and both teachers have a full schedule again for the 24-25 school year. 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 assistant superintendent, principal, and CTE Coordinator all participated in the 2024 FFA Administrator Experience during the State FFA conference. 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 professional development opportunities through six annual partial professional development days for all staff; 3 are site directed, 3 are districted directed. All secondary teachers have one collaboration day each week to work with their department and others as needed. Opportunities are also provided for cross collaboration between middle school and high school teachers. 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.
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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.**

   CTE graduation rates consistently outperform their cohort graduation rates. In 2022-23, 100% of CTE senior completers graduated, exceeding the 86.2% schoolwide and SDPL of 88.10% (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. Of the 2022-23 CTE completer graduates, 29.63% were students with disabilities, 33% were socioeconomically disadvantaged, 66.67% were non-traditional 7.41 percent were classified as ELL, 70.37% identified as Hispanic/Latino and 22% identified as white. The change in these numbers demonstrate our changing student population and that CTE is serving special population students well. DataQuest: District wide, 21-22/ 44.09% 22-23/ 40.65% met or exceeded ELA standards (CAASPP) and 21-22/ 21.90%, 22-23/31.50% met or exceeded math standards (CAASPP). 3 year academic proficiency data is incomplete due to lack of testing during and post Covid. Our juniors underwent CAASPP testing again for the first time in the spring of 2022. Academic data available for 2022 graduates was from Lexia testing for reading proficiency. 46.15% of 2022 CTE completers scored proficient in Lexia, above the district wide average. This is below the SDPL of 63.40%, however Lexia does not test all of the areas targeted for this metric. ELA and math scores are both areas of improvement for CUSD. The 2023 graduates have the first post-Covid CAASPP scores. In ELA, 41.18% of CTE completers scored proficient, below the 63.27% overall for all students, and the SDPL of 63.40%. In math, 23.53% of completers scored proficient, again below the 39.58% overall and the SDPL of 36.50%. In science, 12.50% of CTE completers scored proficient compared to 17.58% overall and the SDPL of 31.20%. Overall, CTE completers are scoring lower than the general student

population in all areas. This data will inform decision making and be shared with CTE teachers and staff to create improvement plans. There is much room for improvement in our district as a whole with regard to CAASPP scores and meeting the SDPLs, CTE included. Since Covid, CUSD, like many other districts, is struggling with high rates of chronic absenteeism, particularly at the high school level, which has a direct impact on academic performance and proficiency. Our primary focus for improvement for 24-25 is increasing student attendance in order to improve academic metrics. The other SDPL metric that requires continued improvement is non-traditional representation. While overall 57.10% of our CTE completers are nontraditional, the majority come from our Agriscience pathway. 78.8% of our Ag completers are nontraditional, far above the SDPL of 21%. By comparison, only 11.8% of our Building and Construction Trades pathway completers are nontraditional. We keep this issue at the forefront in advisory discussions. Our industry partners struggle with nontraditional representation in their workforce as well. We continue to provide as many opportunities as possible for our female students to have exposure to careers in the trades. We had a fantastic female panelist on one of our monthly sector career panels from the elevator union who was also an alumnus of our school. Nontraditional representation in BCT has and continues to be a challenge. The final metric for improvement is the attainment of postsecondary credits. Dual enrollment is relatively nonexistent in CUSD. We have run into considerable roadblocks around DE, primarily the fact that our local community colleges do not offer courses in our two main pathways. We plan to continue exploring articulation options and dual enrollment opportunities. We received a CCAP dual enrollment grant to help us further this work at our high school site. Both of our new AME pathways have potential for dual enrollment with our partner college. None of the community colleges in our county have BCT or agriculture programs so we are hoping to find limited partnerships to meet the needs of these pathways for dual enrollment outside our county. We are in the beginning stages of developing a pre apprenticeship partnership with two of our local unions and an out of county community college for our BCT pathway. We are hoping this partnership will help us increase postsecondary options and opportunities for our pathway completers. We are working on credentialing to add a welding pathway to our CTE offerings. Based on student interest, we hope to add a healthcare pathway in the future. We have improved our CTE data collection and will continue to do so beyond the Perkins V tables to better identify gaps, barriers, successes and improvement
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LEA Sign-off

☑ **Section IV - Comprehensive Local Needs Assessment (CLNA) Reporting Template & Local Application Requirements is complete and ready for CDE review.**

CDE Review and Sign-off

CDE Comments

☐ Section Approved

Save | Save And Continue To Section V

Cabrillo Unified (131 - Secondary)

2024-25 Application

2024-25 Section V - Budget Builder

Quick Facts Box

Allocation Amount	$15,945.00
Budgeted Amount	$15,945.00
Indirect Amount	$759.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed $0.00
Application Due Date	Friday, May 17, 2024 11:59 PM
Application Status	Not Submitted
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	Industry Sector	CLNA Component	Object Code	Budget Category	Narrative	Budget Amount	Action
1	Across Multiple Sectors	Section 134(c)(d)(e): Stakeholder Consultation on CLNA, Dates, Content, Membership	1000 Certificated Salaries	(F) Research Eval Data	Certificated compensation for CTE teachers and counselors serving on advisory committees.	$500.00	Detail

2	Across Multiple Sectors	Section 134(c)(2)(C): Progress Towards Implementation of CTE Programs of Study	1000 Certificated Salaries	(B) Professional Development	Substitutes for teachers to attend pathway-related field trips with students, CTSO events and travel, and professional development including FFA.	$3,000.00	Detail
3	Across Multiple Sectors	Section 134(c)(2)(C): Progress Towards Implementation of CTE Programs of Study	3000 Employee Benefits	(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	Across Multiple Sectors	Section 134(c)(d)(e): Stakeholder Consultation on CLNA, Dates, Content, Membership	3000 Employee Benefits	(F) Research Eval Data	Benefits for CTE teachers and counselors serving on advisory committees.	$100.00	Detail
5	Across Multiple Sectors	Section 134(c)(2)(C): Progress Towards Implementation of CTE Programs of Study	4000 Books/Supplies	(A) Instruction	Instructional materials for BCT and AME pathways.	$4,086.00	Detail

6	Across Multiple Sectors	Section 134(c)(2)(B)(i): Program Size, Scope, and Quality to Meet the Needs of All Students	5000 Services/Operating Expenses	(B) Professional Development	Travel expenditures for conferences and travel for CTE coordinator, administrators, and CTE teachers including FFA Administrator experience, Educating for Careers, and CTE Conference.	$2,000.00	Detail
7	Across Multiple Sectors	Section 134(c)(2)(B)(i): Program Size, Scope, and Quality to Meet the Needs of All Students	7000 Indirect Costs	(H) Administration	Indirect costs	$759.00	Detail
8	Agriculture and Natural Resources	Section 134(c)(2)(C): Progress Towards Implementation of CTE Programs of Study	4000 Books/Supplies	(E) Special Populations	Materials and supplies for animal science course, farm, and goat program with special needs students.	$2,000.00	Detail
9	Agriculture and Natural Resources	Section 134(c)(2)(C): Progress Towards Implementation of CTE Programs of Study	5000 Services/Operating Expenses	(B) Professional Development	Registrations and hotels for students and advisors for FFA events and travel.	$3,000.00	Detail
					Total	**$15,945.00**	

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 o 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

Cabrillo Unified (131 - Secondary)

2024-25 Application

2024-25 Section VI - Budget Viewer

Quick Facts Box

Allocation Amount	$15,945.00
Budgeted Amount	$15,945.00
Indirect Amount	$759.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed $0.00
Application Due Date	Friday, May 17, 2024 11:59 PM
Application Status	Not Submitted
GAN Status	GAN has not been processed or sent to LEA
Fiscal Activity	No fiscal activity
Approved Claims	

* Subject to change based on Capital Outlay and actual expenditures

To add a site/sector/pathway or line item, go to Section V.

Object Code	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	Total
	(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	
1000 Certificated Salaries	$0.00	$3,000.00	$0.00	$0.00	$0.00	$500.00	$0.00	$0.00	**$3,500.00**
2000 Classified Salaries	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	**$0.00**
3000 Employee Benefits	$0.00	$500.00	$0.00	$0.00	$0.00	$100.00	$0.00	$0.00	**$600.00**
4000 Books/Supplies	$4,086.00	$0.00	$0.00	$0.00	$2,000.00	$0.00	$0.00	$0.00	**$6,086.00**
5000 Services/ Operating Expenses	$0.00	$5,000.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	**$5,000.00**
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	$759.00	**$759.00**
Total	**$4,086.00**	**$8,500.00**	**$0.00**	**$0.00**	**$2,000.00**	**$600.00**	**$0.00**	**$759.00**	**$15,945.00**

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	$3,000.00	$.00	$.00	$.00	$3,500.00
3000 Employee Benefits	$100.00	$.00	$.00	$500.00	$.00	$.00	$.00	$600.00
4000 Books/Supplies	$.00	$.00	$.00	$6,086.00	$.00	$.00	$.00	$6,086.00
5000 Services/Operating Expenses	$.00	$.00	$2,000.00	$3,000.00	$.00	$.00	$.00	$5,000.00
7000 Indirect Costs	$.00	$.00	$759.00	$.00	$.00	$.00	$.00	$759.00
	$600.00	**$0.00**	**$2,759.00**	**$12,586.00**	**$0.00**	**$0.00**	**$0.00**	**$15,945.00**

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	$3,500.00	$.00	$.00	$.00	$.00	$.00	$.00	$.00	$.00	$.00	$3,500.00
3000 Employee Benefits	$600.00	$.00	$.00	$.00	$.00	$.00	$.00	$.00	$.00	$.00	$600.00
4000 Books/Supplies	$4,086.00	$2,000.00	$.00	$.00	$.00	$.00	$.00	$.00	$.00	$.00	$6,086.00
5000 Services/Operating Expenses	$5,000.00	$.00	$.00	$.00	$.00	$.00	$.00	$.00	$.00	$.00	$5,000.00
7000 Indirect Costs	$759.00	$.00	$.00	$.00	$.00	$.00	$.00	$.00	$.00	$.00	$759.00
	$13,945.00	**$2,000.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$15,945.00**

Continue to Section VII

Cabrillo Unified (131 - Secondary)

2024-25 Application

2024-25 Status

Quick Facts Box

Allocation Amount	$15,945.00
Budgeted Amount	$15,945.00
Indirect Amount	$759.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed $0.00
Application Due Date	Friday, May 17, 2024 11:59 PM
Application Status	Not Submitted
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

Application Over All Status: Not Submitted

This application has not been finalized and submitted to CDE. Before the LEA can be funded by the CDE, this application needs to be approved by CDE staff and certified by the LEA's superintendent. All sections under the 'Perkins' Coordinator Progress' need to have 'Complete' status before the LEA can submit the application for review by CDE. The LEA's Perkins Coordinator must select the 'Finalize & Submit To CDE' button to submit the application for review by CDE.

Sections	Perkins' Coordinator Progress	CDE Progress	Superintendent Progress
LEA Contacts	Complete	Accepted	Not Submitted

Section I	Complete	Pending	Not Submitted
Section II	Complete	Pending	Not Submitted
Section III	Complete	Pending	Not Submitted
Section IV	Complete	Pending	Not Submitted
Section V	Complete	Pending	Not Submitted
Section VI	Complete	Accepted	Not Submitted
Section VII	Complete	Pending	Not Submitted

Task	By Whom	Deadline
PGMS/Perkins/Application tab opens	CDE	M 03/22/2024
Initial LEA submission ▪ Sections I-VII = "LEA Sign Off" checkboxes ▪ Status tab = "Submit" button	LEA Perkins Coordinator	F 05/17/2024
Initial CDE review ▪ Reopens for edits, with feedback, when needed. ▪ Revises & resubmits by re-clicking the "LEA Sign Off" checkboxes	▪ CDE Consultant ▪ LEA Perkins Coordinator	F 06/14/2024
Final CDE approval	CDE Consultant	F 06/21/2024
LEA Superintendent's approval	LEA Superintendent	F 06/28/2024
CDE sends GAN for LEA Superintendent's signature	CDE Analyst	F 07/01/2024
LEA sends GAN signed by LEA Superintendent to CDE	LEA Perkins Coordinator	ASAP

Finalize & Submit To CDE

Questions: Perkins Support Team | perkins@cde.ca.gov

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
Amber Lee-Alva

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Carmen Daniel
Kimberly Hines
Sophia Layne

MEMORANDUM

MEETING DATE: June 13, 2024
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Deputy Superintendent of Educational Services
Israel Castillo, Coordinator of Instruction, Categorical/Grants, and Special Projects
CATEGORY: Consent/Action
ITEM TITLE: Approval of Boys and Girls Club of the Coastside MOU for Summer School 2024 Services

BACKGROUND INFORMATION

Boys and Girls Club of the Coastside (BGCC) is a leading provider of after-school academic support for middle and high school students on the San Mateo Coastside and offers a comprehensive after-school program focused on academic achievement, social-emotional support, sports, fitness, and enrichment opportunities. BGCC and CUSD have previously partnered to provide summer camp and after-school programming.

BGCC will continue to provide after-school programming—tutoring, mentoring, enrichment, and fitness—every school day from noon to 4 PM for twenty days during the summer of 2024 for 150 CUSD students (rising 4th to rising 8th grade).

FISCAL ANALYSIS

The funding cost will not exceed $60,000, and it will be paid with our Local Control Accountability Plan funding, Goal 3 Action 1 for Summer School Interventions.

RECOMMENDATION

Approve as submitted.

AGREEMENT FOR SERVICE BETWEEN
THE CABRILLO UNIFIED SCHOOL DISTRICT AND CONTRACTOR

This agreement is made as of May 9th, 2024, by and between the Cabrillo Unified School District ("CUSD") and Boys & Girls Club of the Coastside (BGCC) ("CONTRACTOR") to provide services.

NOW, THEREFORE, THE PARTIES AGREE AS FOLLOWS:

1. SERVICES in consideration of the payments hereinafter set forth, CONTRACTOR shall perform services for CUSD in accordance with the terms, conditions, and specifications set forth herein:

   The CONTRACTOR agrees to provide

   A. Background
   BGCC is a leading provider of after-school academic support for upper elementary, middle and high school students on the San Mateo Coast and offers a comprehensive out-of-school time program focused on academic achievement, social-emotional support, sports, fitness, and enrichment opportunities. BGCC and CUSD have previously partnered to provide both summer camp and after-school programming.

   B. Scope of Services
   With this contract, BGCC will provide summer programming – sports, cooking, arts, crafts, field games, board games, electronic gaming tournaments, local field trips. mentoring, and other enrichment for 150 CUSD students (rising 4th to rising 8th grade) for twenty days during the summer of 2024.

   C. Deliverables
   - The program will begin on Thursday, June 13, and continue, weekdays through Friday, July 12, 2024. There is no program on Wednesday, June 19th and Thursday, July 4th.
   - The daily schedule will begin at 12 noon and continue to 4 PM. Participants can check out after 3 PM.
   - BGCC staff will be responsible for picking up students from their morning STEAM classrooms and escorting them to the lunch area at Cunha. (At this time, it is expected that all students will be at Cunha for morning STEAM. If students are at Hatch, BGCC will also provide pick-up and escort services. If students are at any other campus, this provision will need to be revisited.)
   - Lunch will be provided for all students by CUSD. CUSD will provide custodial services for the lunch area.
   - BGCC will provide supervision during lunch.
   - The students will include up to 150 total students and 30 in each grade including rising/incoming 4th grade to rising/incoming 8th grade.
   - Students will be identified and invited by CUSD to participate. CUSD will explain to parents/guardians that students must register for the program with BGCC.
   - Families must register their students with BGCC for the program because BCGCC does not have access to district contact, emergency, and medical information.
   - There will be no cost to the students.
   - Staffing will be a 1:20 ratio or less.
   - Program attendance records will be kept and shared with CUSD as requested.

2. TERM OF AGREEMENT: The term of this agreement is from May 1, 2024, to August 30, 2024.

3. COMPENSATION: The CONTRACTOR agrees to perform all the services of this agreement not to exceed $60,000. Should CUSD wish to add more students, the Contractor requests notification by May 17 (approximately 3 weeks before program training begins) so we can ensure adequate staffing. The cost per additional student would be $400/summer.

4. PAYMENT: The CONTRACTOR shall submit an invoice detailing the services performed during the billing period at the end of the period. The contractor is responsible for complying with all state and federal tax requirements and is the CONTRACTOR'S sole responsibility.

5. EQUIPMENT AND MATERIALS: CONTRACTOR shall provide all equipment, materials, and supplies necessary for the performance of the Agreement.

6. USE OF SUBCONTRACTORS: CONTRACTOR shall not assign this Agreement or any portion thereof to a third party without the prior written consent of CUSD.

7. LICENSES AND PERMITS: It shall be the CONTRACTOR's responsibility to obtain and keep in force any license, permit or approval required from any agency for work/services to be performed at his/her own expense, prior to commencement of said work/services or forfeit any right to compensation under this Agreement.

8. COMPLIANCE WITH STATE, FEDERAL, AND LOCAL LAWS, REGULATIONS, AND ORDINANCES: CONTRACTOR and all subcontractors shall ensure compliance with all state, federal, and local laws or rules applicable to the performance of the work required under this agreement, and shall execute all necessary certifications of compliance therewith.

9. RELATIONSHIP OF THE PARTIES: CONTRACTOR agrees and understands that the work/services performed under this Agreement are performed as an Independent Contractor and not as an employee of CUSD and that CONTRACTOR acquires none of the rights, privileges, powers, or advantages of CUSD employees.

10. INSURANCE: CONTRACTOR shall take out and maintain during the term of this Agreement such bodily injury liability and property damage liability insurance as shall protect CONTRACTOR and all of its employees/officers/agents while performing work covered by this Agreement from any and all claims for damages for bodily injury, including accidental death, as well as any and all claims for property damage which may arise from CONTRACTOR's operations under this Agreement, whether such operations be by CONTRACTOR, any subcontractor, anyone directly or indirectly employed by either of them or by an agent of either of them. Such insurance shall be combined single limit bodily injury and property damage for each occurrence and shall not be less than the amount(s) specified below:

    ☒ Comprehensive General Liability... $1,000,000 (applies to all agreements)
    ____ Motor Vehicle Liability Insurance.. $1,000,000 (to be checked if motor vehicle used in performing services)
    ____ Professional Liability..... $1,000,000 (to be checked if Contractor is a licensed professional)

    The CONTRACTOR will provide proof of insurance and will identify CUSD as an additional insured.

11. WAIVER: No delay or omission by either party in exercising any right under this Agreement shall operate as a waiver of that or any other right or prevent a similar subsequent act from constituting a violation of the Agreement.

12. EQUAL EMPLOYMENT OPPORTUNITY: In connection with the performance of this Agreement, the CONTRACTOR shall not discriminate against any employee or applicant for employment because of race, religion, color, sex, physical handicap, or national origin.

13. HOLD HARMLESS: CONTRACTOR agrees to indemnify and defend the District, its employees, and agents from any and all claims, damages, and liability in any way occasioned by or arising out of the performance of this agreement.

14. DISPUTE RESOLUTION: Should any dispute arise out of this Agreement, the Parties should meet in mediation and attempt to reach a resolution with the assistance of a mutually acceptable mediator. The costs of the mediator, if any, shall be shared by the CONTRACTOR and CUSD. If a mediated settlement is reached, neither party shall be the prevailing party for the purposes of this settlement. Neither party shall be permitted to file legal action without first meeting in mediation and maintaining a good faith attempt to reach a mediated resolution.

15. GOVERNING LAW: This Agreement, including any exhibits, shall for all purposes be deemed subject to the laws of the State of California, and in the event of a lawsuit concerning this Agreement shall be venued in the County of San Mateo.

16. TERMINATION: CUSD may at any time terminate this Agreement upon written notice to CONTRACTOR. CUSD shall compensate CONTRACTOR for services satisfactorily provided through the date of termination. In addition, CUSD may terminate this agreement for cause should CONTRACTOR fail to perform any part of this Agreement. In the event of termination for cause, CUSD may secure the required services from another contractor. If the cost to CUSD exceeds the cost of providing the services pursuant to this Agreement, CONTRACTOR shall pay the additional cost.

17. COMPLETENESS OF AGREEMENT: This Agreement constitutes the entire understanding of the parties and any changes shall be agreed to in writing.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement by their duly authorized officers:

Cabrillo Unified School District	Contractor
_____	_____
J Jesus Contreras	Contractor: Boys & Girls Club of the Coastside

Deputy Superintendent of Business Services

Date: _____

Executed by Jill Jacobson, Executive Director
PO Box 545/600 Church Street, Room P11
Half Moon Bay, CA 94019

Date: _____

_____
Amber Lee-Alva
Superintendent
Date: _____

CABRILLO UNIFIED SCHOOL DISTRICT

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

SUPERINTENDENT
Amber Lee-Alva

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Carmen Daniel
Kimberly Hines
Sophia Layne

MEMORANDUM

MEETING DATE: June 13, 2024
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Deputy Superintendent of Educational Services
CATEGORY: Consent/Action
ITEM TITLE: Approval of Distribution/Disposal of Obsolete Textbooks at Half Moon Bay High School

BACKGROUND INFORMATION

Board Policy 3270 recognizes that the school district may own personal property that is unusable, obsolete, or no longer needed by the district. This policy allows for the sale or disposal of district property in accordance with the Board Policy and the requirements of California State Law.

REPORT/PROPOSAL

On April 13th and June 8th of 2023, the Cabrillo Unified School District (CUSD) approved the following curriculum adoptions:

Half Moon Bay High School

CUSD adopted the new Ethnic Studies program, state-mandated, with the *A Different Mirror for Young People* by Ronald Takai as the textbook the Board adopted on 12/13/22 to replace the old World Geography textbooks listed below. The textbook listed on the second row replaced the textbook on the first row with a newer edition.

SUBJECT	TITLE	PUBLISHER	Quantity	GRADES
Social Studies	World Geography	Prentice Hall, 2000 Ed	256	9-12
Social Studies	World Geography	Prentice Hall, 2009 Ed	137	9-12

Due to the adoption of the new Ethnic Studies program, staff recommends approval of the distribution/disposal of the obsolete textbooks listed within the above chart.

FINANCIAL IMPACT

There is no financial impact to the General Fund.

RECOMMENDATION

Approved as submitted.

CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
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GOVERNING BOARD
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Sophia Layne

MEMORANDUM

MEETING DATE: June 13, 2024
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Deputy Superintendent of Educational Services
Jennifer Marsh, Fiscal Director
CATEGORY: Consent/Action
ITEM TITLE: Approval of PowerSchool and Schoology Training 2023-24

BACKGROUND INFORMATION

Cabrillo Unified School District (CUSD) switched from Infinite Campus to PowerSchool as our main Student Information System (SIS) beginning the 2024-2025 school year. Along with this transition, CUSD also adopted a learning management system called Schoology.

For the 2023-2024 school year, we are grateful to our site technology leaders, technology department, and staff for engaging in various levels of training to support this transition.

The purpose of this memo is to share the various levels of PowerSchool and Schoology Training sessions that have taken place throughout the 2023-2024 school year. It is also important to note that for the 2024-2025 school year, we will continue to work with our site tech leaders to further train our staff, families, and students on PowerSchool and Schoology solutions. This will include the continued stipend for 8 certificated teachers to engage as Site Technology Leads for a total of $63,712 and an additional $50,000 for on-site training for all administrative assistants, registrars, teachers, administrators, and other staff.

Training	**Staff**	**Cost** (Educator Effectiveness and Other Grants)
Site Technology Lead Stipends	7 Certificated Teachers	$55,748
Fall 2023 Onsite Training	All Administrative Assistants All Site Tech Leads	$29,618
Additional Onsite Training	Site Tech Leads All Administrative Assistants Super Friday - All Certificated Staff	$43,184
Summer 2023 PowerSchool Training	2 Classified Staff 3 Administrators	$21,250
Summer 2024 PowerSchool Training	6 Classified Staff 1 Certificated Staff 3 Administrators	$37,225
TOTAL		**$187,025**

FISCAL ANALYSIS

For the 2023-2024 school year, CUSD used Educator Effectiveness and other categorical grant funding to pay $182,550 to support the implementation of PowerSchool and Schoology.

RECOMMENDATION

Approve as submitted.

CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
Amber Lee-Alva

GOVERNING BOARD
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Sophia Layne

MEMORANDUM

MEETING DATE: June 13, 2024
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Deputy Superintendent of Educational Services
Andrew Boysen, Principal, Half Moon Bay High School
CATEGORY: Consent/Action
ITEM TITLE: Approval of CUSD-SMCCD CCAP Renewal Agreement for 2024-27

BACKGROUND INFORMATION

In 2022-2023, Dr. Aaron McVean, San Mateo Community College Vice Chancellor of Education Services and Planning, approached Cabrillo Unified School District to seek partnership with the planning and offering of dual enrollment opportunities for students at both Half Moon Bay High School and Pilarcitos High School. Tonight, staff recommends the CUSD Governing Board renew the College and Career Access Pathways Agreement (CCAP) that already exists at CUSD and SMCCD to continue with planning in the year ahead to provide dual enrollment opportunities for CUSD students enrolled in our schools. Please know that the following high schools also have renewed this partnership with SMCCD; Jefferson Union High School District, San Mateo Union High School District, Sequoia Union High School District, and South San Francisco Unified School District.

The CCAP represents a joint initiative of the California Community Colleges Chancellor's Office and the California Department of Education that allows high school students in public school districts to enroll in up to fifteen (15) community college units per term; students may enroll in no more than four courses per term. Program goals are to develop seamless pathways from high school to community college for career technical education (CTE) or general education transfer, improve high school graduation rates, or help high school students achieve college and career readiness. Courses must be part of an academic program defined in a Career and College Access Pathway (CCAP) partnership agreement and meet criteria for both a high school diploma and an Associate of Arts or other credentials.

Continuing such an articulated dual enrollment initiative between CUSD and SMCCD requires the joint approval of a CCAP by both CUSD's Governing Board and the Board of Trustees of the San Mateo Community College District. CUSD staff have spoken with leaders of both high schools in the district, and we look forward to working to continue this program of mutual benefit to CUSD and SMCCD.

Staff recommends approving the renewal of the CCAP agreement to provide dual enrollment opportunities for Half Moon Bay High School and Pilarcitos High School. A Public Hearing is not required to renew the CCAP agreement.

FISCAL ANALYSIS

There is no cost to renew the CCAP agreement with SMCCD. While there will be college enrollment opportunities offered to CUSD students at no cost to the students or district, California legislation also includes clear and explicit safeguards for both public school districts and community college districts so that its employees do not lose employment opportunities due to such a partnership.

RECOMMENDATION

Staff recommends approval of the renewal of the CUSD-SMCCD CCAP Agreement.

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT

3401 CSM Drive, San Mateo, CA 94402

COLLEGE AND CAREER ACCESS PATHWAYS DUAL ENROLLMENT PARTNERSHIP AGREEMENT WITH CABRILLO UNIFIED SCHOOL DISTRICT

This College and Career Access Pathway Partnership Agreement ("Agreement") is entered into by and between San Mateo County Community College District (hereinafter called "COLLEGE DISTRICT") and Cabrillo Unified School District having its principal business address at 498 Kelly Avenue, Half Moon Bay, CA 94019 (hereinafter called "SCHOOL DISTRICT"). This Agreement shall become effective upon the execution date of this Agreement by both Contractor and District, whichever shall later occur (the "Effective Date"). District and Contractor are referred to in this Agreement individually as "Party" and collectively as "Parties."

WHEREAS, this Agreement relates to a College and Career Access Pathways ("CCAP") dual enrollment partnership between the parties at the COLLEGE DISTRICT'S three colleges: Cañada College, College of San Mateo (CSM), and Skyline College (hereinafter referred to as "COLLEGES").

WHEREAS, the COLLEGE DISTRICT and SCHOOL DISTRICT desire to enter into this Agreement for the purpose of offering or expanding dual enrollment opportunities at the COLLEGES for the SCHOOL DISTRICT'S students under the CCAP program, consistent with the provisions of Assembly Bill 288, as codified at Section 76004 of the California Education Code, with a focus on high school students who may not already be college bound or who are underrepresented in higher education, including first-time college students, low-income students, students who are current or former foster youth, homeless students, students with disabilities, and students with dependent children. The parties' goals include developing seamless pathways from high school to community college for career technical education or preparation for transfer to four year universities, improving high school graduation rates, and assisting high school pupils to achieve college and career readiness.

NOW THEREFORE, the COLLEGE DISTRICT and SCHOOL DISTRICT agree as follows:

1. DEFINITIONS

1.1 CCAP AGREEMENT COURSES – Courses offered as part of this CCAP Agreement shall be community college courses acceptable towards a career technical education credential or certificate, or preparation for transfer, or appropriate to improve high school graduation rates or help high school pupils achieve college and career readiness. All community college courses offered at the SCHOOL DISTRICT have been approved in accordance with the policies and procedures of COLLEGE DISTRICT and applicable law.

1.2 HIGH SCHOOL - Includes community school, continuation high school, juvenile court school, charter school, or adult education program offering high school diplomas or high school equivalency certificates.

1.3 PUPIL OR STUDENT – A resident or nonresident student attending high school in

California. These two terms are used interchangeably throughout the Agreement.

2. TERM OF AGREEMENT

2.1 The term of this Agreement shall be for three years, beginning in July 1, 2024 and ending on June 30, 2027. The Agreement shall be extended for subsequent three (3) year terms, unless a party gives timely notice to the other party of its intent to terminate the Agreement at the end of the then-current term, in accordance with Section 18 of this Agreement.

3. INFORMATION AND PROVISIONS REQUIRED BY CALIFORNIA EDUCATION CODE SECTION 76004

3.1 **Appendix A** of this Agreement, incorporated herein by reference, sets forth the total number of SCHOOL DISTRICT students to be served; the scope, nature, time, location, and listing of community college courses to be offered; and criteria the parties intend to apply to assess the ability of pupils to benefit from those courses.

3.2 Pursuant to Section 49076(a)(2)(F) of the California Education Code, the COLLEGE DISTRICT and SCHOOL DISTRICT may release to each other, without parental consent, information from pupil records information from pupil records for pupils who have enrolled, or sought to enroll, in a course offered under this Agreement. SCHOOL DISTRICT will be responsible for advising parents/guardians/eligible students of their right to receive a copy of the records and to a hearing to challenge the content of the records as set forth in Section 49068 of the California Education Code and Section 99.34 of Title 34 of the Code of Federal Regulations. Requests for pupil information shall be directed to each party's points of contact identified in Section 19.

3.3 Section 15 of the Appendix A to this Agreement sets forth protocols for joint facilities use.

3.4 Section 5 of this Agreement includes protocols for parental consent for high school pupils to enroll in community college courses.

3.5 Section 19 and Appendix A of this Agreement identifies the COLLEGE DISTRICT and SCHOOL DISTRICT point of contacts for this Agreement.

4. STUDENT ELIGIBILITY, SELECTION AND ENROLLMENT, ADMISSION, REGISTRATION, MINIMUM SCHOOL DAY

4.1 Consistent with Section 76004(a) of the California Education Code, SCHOOL DISTRICT students eligible to participate in the dual enrollment partnership shall include those who may not already be college bound or who are underrepresented in higher education, and eligibility determinations shall be made with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, and assisting high school pupils to achieve college and career readiness.

4.2 To be eligible to enroll in a course offered under this Agreement, a SCHOOL DISTRICT student must have been admitted to the COLLEGE and must satisfy any applicable prerequisites for the course. Applicable prerequisites for particular courses offered under

this Agreement will be determined by COLLEGE DISTRICT and shall be in compliance with applicable law and COLLEGE DISTRICT standards and policies.

4.3 The COLLEGE DISTRICT's admissions and registration guidelines set forth in applicable law and COLLEGE DISTRICT policy shall apply to all students who enroll in courses offered under this Agreement.

4.4 In accordance with California Education Code § 76004(g), COLLEGE DISTRICT may assign priority for enrollment and course registration to a SCHOOL DISTRICT pupil seeking to enroll in a community college course that is required for the pupil's CCAP partnership program that is equivalent to the priority assigned to a pupil attending a middle college high school as described in California Education Code § 11300 and consistent with middle college high school provisions in California Education Code § 76001. Units completed by a pupil under this Agreement may count towards determining a pupil's registration priority for enrollment and course registration at the COLLEGE.

4.5 In accordance with California Education Code § 76004(p), special part-time students enrolled in courses offered under this Agreement may enroll in up to a maximum of 15 units per term if the units; 1) constitute no more than four community college courses per term; 2) are part of an academic program that is covered under this Agreement, 3) are designed to award students with both a high school diploma and an associate degree or certificate or a credential.

4.6 SCHOOL DISTRICT students must obtain approval from the SCHOOL DISTRICT in order to enroll, during the same semester, in more than one course offered under this Agreement.

4.7 SCHOOL DISTRICT shall certify that it shall teach SCHOOL DISTRICT students who are enrolled in courses under this Agreement no less than the number of instructional minutes required to complete a minimum school day pursuant to California Education Code §§ 46141 and 46142. SCHOOL DISTRICT defines a "regular school day" as at least 240 minutes of instruction in high-school-credit-only courses.

5. COLLEGE APPLICATION PROCEDURE

5.1 The COLLEGE DISTRICT will be responsible for processing student applications to participate in the CCAP partnership program.

5.2 The COLLEGE DISTRICT will provide the necessary admission and registration forms and procedures and both COLLEGE DISTRICT and SCHOOL DISTRICT will jointly ensure that each applicant accepted has met all the enrollment requirements. For high school pupil, the admission and/or registration forms requires signature from only one parent or guardian, and the SCHOOL DISTRICT'S principal recommendation to signify consent to the pupil's enrollment in at least one of the COLLEGE courses, for the duration of the pupil's participation in the CCAP partnership, until consent is withdrawn. The COLLEGE may accept but shall not require students to provide high school transcripts or social security numbers as a condition of dual enrollment.

5.3 The SCHOOL DISTRICT shall assist COLLEGE DISTRICT in the admission and registration of SCHOOL DISTRICT students as necessary and requested by COLLEGE DISTRICT.

6. CCAP AGREEMENT COURSES AND STUDENT SERVICES

6.1 For courses offered under this Agreement at a SCHOOL DISTRICT campus during the regular school day, either in person or using an online platform, the COLLEGE DISTRICT shall limit enrollment to eligible high school students.

6.2 The COLLEGE DISTRICT conducting a closed course on a high school campus shall be credited with those units of full-time equivalent students attributable to the attendance of eligible high school pupils.

6.3 The attendance of a high school pupil at a community college as a special part-time or full-time student is authorized attendance for which the COLLEGE shall be credited or reimbursed pursuant to California Education Code § § 48802 or 76002, provided that no school district or county office of education has received reimbursement for the same instructional activity. For the purposes of calculating classroom-based average daily attendance for classroom-based instruction apportionments, at least 80 percent of the instructional time offered by a charter school to an authorized CCAP partnership agreement shall be the schoolsite, and the charter school shall require the attendance of a pupil for a minimum of 50 percent of the minimum instructional time required to be offered of California Education Code § 47612.5, if the pupil is also a special part-time student enrolled in a community college and the pupil will receive academic credit upon satisfactory completion of enrolled courses.

6.4 The COLLEGE DISTRICT is responsible for all courses and educational programs offered under this Agreement whether the course and educational program is offered at a SCHOOL DISTRICT site or at the COLLEGE DISTRICT campus.

6.5 Courses offered at a SCHOOL DISTRICT campus shall adhere to the official course outline of record and the student learning outcomes established by the associated academic department within the COLLEGE, approved by the COLLEGE Curriculum Committee and COLLEGE DISTRICT Board and submitted to the California Community Colleges Chancellor's Office (CCCCO), unless course is a standalone class (i.e., a class that is not part of an approved program, or a credit class that is required for a certificate of fewer than 18 semester or 28 quarter units that has not been approved by the CCCCO as a Certificate of Achievement). Course outlines will be provided to the SCHOOL DISTRICT.

6.6 Courses must be of a sufficient length to meet hours requirements set in the stated performance objectives in the course outlines provided to the SCHOOL DISTRICT each semester.

6.7 Courses offered under this Agreement at a SCHOOL DISTRICT campus shall be jointly reviewed and approved by the COLLEGE DISTRICT and SCHOOL DISTRICT.

6.8 Courses offered under this Agreement at a SCHOOL DISTRICT campus shall be of the same quality and rigor as those offered on COLLEGE DISTRICT campuses and shall comply with COLLEGE DISTRICT academic standards.

6.9 Courses shall be listed in the COLLEGES catalog with the same department designations, course descriptions, numbers, titles, and credits, regardless of whether they are offered at the COLLEGES or SCHOOL DISTRICT campus.

6.10 Courses offered under this Agreement shall comply with all applicable regulations, policies, procedures, prerequisites and standards applicable to the COLLEGE DISTRICT, as well as any corresponding policies, practices, and requirements of the SCHOOL DISTRICT. In the event of a conflict between the COLLEGE DISTRICT course-related regulations, policies, procedures, prerequisites and standards and SCHOOL DISTRICT policies, practices and requirements, the COLLEGE DISTRICT regulations, policies, procedures, prerequisites, and standards shall prevail.

6.11 The COLLEGE DISTRICT certifies, in accordance with California Education Code § 76004(k)(2), that a COLLEGE course that is oversubscribed or has a waiting list shall not be offered under the terms of this Agreement.

6.12 A student's withdrawal prior to completion of a course offered as part of this Agreement shall be in accordance with COLLEGE DISTRICT guidelines, policies, pertinent statutes and regulations relating to such withdrawals.

6.13 Supervision and evaluation of students enrolled in courses offered as part of this Agreement shall be in accordance with the COLLEGES guidelines, policies, pertinent statutes, and regulations.

6.14 The COLLEGES have the sole right to control and direct the instructional activities of all instructors, including those who are SCHOOL DISTRICT employees.

6.15 Site visits by one or more representatives of the COLLEGE DISTRICT shall be permitted by the SCHOOL DISTRICT to ensure that courses offered at a SCHOOL DISTRICT campus meet the same standards as those applied to courses offered on the campus of the COLLEGES.

6.16 In accordance with California Education Code § 76004(d), COLLEGE DISTRICT shall not provide physical education course opportunities to high school students pursuant to this Agreement, nor shall they provide any other course opportunities that do not assist in the attainment of the goals associated with career technical education or preparation for transfer, improving high school graduation rates, or helping high school students achieve career and college readiness.

6.17 A participating COLLEGE DISTRICT may enter into a CCAP partnership with a school district or county office of education partner that is governed by a CCAP partnership agreement approved by the governing boards of both partners. As a condition of adopting a CCAP partnership agreement, the governing board of each partner must do the following: For career technical education pathways, to be provided under the partnership, consult with and consider the input of, the appropriate local workforce development board to determine the extent to which pathways are aligned with regional and statewide employment needs. The governing board of each partner shall have final decision-making authority regarding the career technical education pathways to be provided under the partnership.

6.18 COLLEGE DISTRICT and SCHOOL DISTRICT will ensure that ancillary and support services (e.g. Counseling and Guidance, Placement Assistance, Assessment, and Tutoring) are available to students enrolled in courses offered under this Agreement. SCHOOL DISTRICT will ensure that students are provided with accommodations or

modifications as required by federal or state law, including under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

6.19 COLLEGE DISTRICT shall not enter into a CCAP partnership with a school district or a county office of education within the service area of another community college district, except where an agreement exists, or is established, between those community college districts authorizing the CCAP partnership.

7. INSTRUCTOR(S)

7.1 All instructors teaching COLLEGE courses offered under this Agreement must meet the minimum qualifications for instruction in a California community college, as required by applicable law. Such instructors may be hired by the COLLEGE DISTRICT and become COLLEGE DISTRICT employees or may be SCHOOL DISTRICT employees provided by the SCHOOL DISTRICT. Instructors who are hired by the COLLEGE DISTRICT, shall be evaluated by the COLLEGE DISTRICT using the adopted evaluation process and standards for faculty of the COLLEGE DISTRICT.

a. Instructors who are employees of the SCHOOL DISTRICT, and not of the COLLEGE DISTRICT, shall read, understand and enter into a Memorandum of Understanding (MOU) with the COLLEGE DISTRICT. The MOU is attached hereto and made a part hereof as APPENDIX B. Instructors who are not employees of the COLLEGE DISTRICT will not retain any benefits available to COLLEGE DISTRICT faculty.

7.2 The SCHOOL DISTRICT shall be solely responsible for all salaries, wages, and benefits due to instructors of courses offered under this Agreement who are SCHOOL DISTRICT employees.

7.3 The COLLEGE DISTRICT shall be solely responsible for all salaries, wages, and benefits due to instructors of courses offered under this Agreement who are COLLEGE DISTRICT employees.

7.4 The COLLEGE DISTRICT shall be responsible for instructor salaries associated with the instructional class time of the classes conducted under this Agreement, provided the instructor is not an employee of the SCHOOL DISTRICT. The COLLEGE DISTRICT has no obligation to compensate instructors for any supplemental instruction, including supplemental instruction related to course material that extends beyond the college schedule.

7.5 For purposes of assignment monitoring and reporting to the county office of education, the SCHOOL DISTRICT will be the employer of record with respect to courses for which the instructor is an employee of the SCHOOL DISTRICT; for other courses offered under this Agreement, COLLEGE DISTRICT will be the employer of record.

7.6 In accordance with California Education Code § 76004(m)(2), the SCHOOL DISTRICT shall assume reporting responsibilities pursuant to applicable federal teacher quality mandates.

7.7 The COLLEGE DISTRICT shall have the primary right to control and direct the activities of instructors of courses offered under this Agreement. Instructors who teach courses

offered under this Agreement must provide the supervision and control reasonably necessary for the protection of the health and safety of students and may not have any other assigned duty during the instructional activity. As a general rule, faculty must be physically present in the classroom or lab or within line-of-sight of the students.

7.8 Instructors who teach courses offered under this Agreement shall comply with the fingerprinting requirements set forth in California Education Code § 45125 and the tuberculosis testing and risk assessment requirements of California Health and Safety Code § 121525. In addition to any other prohibition or provision, no person who has been convicted of a violent or serious felony shall be eligible to teach any courses offered under this Agreement or otherwise provide services on a SCHOOL DISTRICT site.

7.9 Prior to the start of each course offered under this Agreement, instructors provided by the SCHOOL DISTRICT shall receive discipline-specific training and orientation from COLLEGE DISTRICT regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy, testing and grading procedures record keeping, and other instructional responsibilities. Faculty training shall be approved by and provided by the COLLEGE DISTRICT.

7.10 Instructors provided by the SCHOOL DISTRICT shall participate in professional development activities sponsored by the COLLEGE DISTRICT as required by the terms and condition of the contract and shall be encouraged to participate in ongoing collegial interaction relating to course content, course delivery, assessment, evaluation, and/or research and development in the field.

7.11 The performance of instructors in relation to courses offered under this Agreement shall be evaluated by the COLLEGE DISTRICT using the adopted evaluation process and standards for faculty of the COLLEGE DISTRICT, subject to the approval of COLLEGE DISTRICT.

7.12 Instructors who fail to comply with the policies, regulations, standards, and expectations of the COLLEGE and/or COLLEGE DISTRICT shall be ineligible to teach courses offered under this Agreement.

7.13 The COLLEGE DISTRICT may select instructors from SCHOOL DISTRICT personnel. SCHOOL DISTRICT personnel selected to be instructors remain employees of the SCHOOL DISTRICT, subject to the authority of the SCHOOL DISTRICT, but will also be subject to the authority of COLLEGE DISTRICT specifically with regard to their duties as instructors of COLLEGE courses offered under this Agreement.

7.14 The COLLEGE DISTRICT will be the employer of record for all COLLEGE DISTRICT employees who teach courses offered under this Agreement, notwithstanding the fact that the courses may take place at a SCHOOL DISTRICT campus.

8. ASSESSMENT OF LEARNING AND CONDUCT

8.1 Students enrolled in COLLEGE courses offered under this Agreement at a SCHOOL DISTRICT campus shall be held to the same standards of achievement as students in courses taught on the COLLEGE campus.

8.2 Students enrolled in COLLEGE courses offered under this Agreement at a SCHOOL DISTRICT campus shall be held to the same grading standards as those utilized in courses taught on the COLLEGE campus.

8.3 Students enrolled in COLLEGE courses offered under this Agreement at a SCHOOL DISTRICT campus shall be assessed using the same methods (e.g., papers, portfolios, quizzes, labs, etc.) as students in courses taught on the COLLEGE campus.

8.4 Students enrolled in COLLEGE courses offered under this Agreement at a SCHOOL DISTRICT campus shall be held to the same behavioral standards as those applied to students in courses taught on the COLLEGE campus.

8.5 Students who withdraw from a course offered under this Agreement will not receive any COLLEGE credit for work completed and must submit appropriate information/paperwork by all published deadlines to avoid a "W" on their transcript.

8.6 A dropped class will follow the COLLEGE drop date deadlines and may appear on the high school transcript as a college course depending on when the class was dropped. A student may complete the course to receive high school credit.

9. STUDENT FEE PROHIBITIONS AND EXEMPTIONS

9.1 In accordance with California Education Code § 76004(f), high school pupils enrolled in courses offered under this Agreement shall not be assessed or charged any fee prohibited by California Education Code § 49011, including a fee charged to a pupil, or a pupil's parent or guardian, as a condition for course registration or for textbooks, supplies, materials, and/or equipment needed to participate in the course. Section 4 of Appendix A to this Agreement specifies the textbooks, supplies, materials, and equipment required for each course offered under this Agreement; the costs of these textbooks, supplies, materials, and/or equipment, which are also specified in the Appendix A will be borne by the SCHOOL DISTRICT.

9.2 In accordance with California Education Code § 76004(q), high school pupils enrolled in courses offered under this Agreement and that are properly classified as having "special part-time student" status as described by California Education Code § 76004(p) shall be exempt from the following community college fee requirements: Student Representation Fee (California Education Code § 76060.5); Nonresident Tuition Fee (California Education Code § 76140); Transcript Fees (California Education Code § 76223); Course Enrollment Fees (California Education Code § 76300); Apprenticeship Course Fees (California Education Code § 76350); Child Development Center Fees (California Education Code § 79121).

10. APPORTIONMENT

10.1 Neither COLLEGE DISTRICT nor SCHOOL DISTRICT shall claim allowances or apportionments from the State of California with respect to students enrolled in courses offered under the Agreement.

11. CERTIFICATIONS

11.1 The COLLEGE DISTRICT certifies, in accordance with California Education Code § 76004(h), that any COLLEGE DISTRICT instructor teaching a course on a SCHOOL DISTRICT campus shall not have been convicted of any sex offense as defined in California Education Code § 87010, or any controlled substance offense as defined in California Education Code § 87011.

11.2 The SCHOOL DISTRICT certifies, in accordance with California Education Code § 76004(i), that any COLLEGE DISTRICT instructor teaching a course at a SCHOOL DISTRICT campus has not displaced or resulted in the termination of an existing SCHOOL DISTRICT teacher teaching the same course on the SCHOOL DISTRICT campus.

11.3 The COLLEGE DISTRICT certifies, in accordance with California Education Code § 76004(j), that a qualified SCHOOL DISTRICT teacher teaching a course offered for college credit at a SCHOOL DISTRICT campus has not displaced or resulted in the termination of an existing COLLEGE DISTRICT faculty member teaching the same course at the COLLEGE campus.

11.4 The COLLEGE DISTRICT certifies, in accordance with California Education Code § 76004(k)(1), that a COLLEGE course offered for college credit at a SCHOOL DISTRICT campus shall not reduce access to the same course offered at the COLLEGE campus.

11.5 The COLLEGE DISTRICT certifies, in accordance with California Education Code § 76004(k)(3), that participation in this Agreement is consistent with the core mission of community colleges pursuant to Education Code § 66010.4, and that pupils participating in this Agreement will not lead to enrollment displacement of otherwise eligible adults in the COLLEGE.

11.6 The COLLEGE DISTRICT and the SCHOOL DISTRICT each certify, in accordance with California Education Code § 76004(l), that the SCHOOL DISTRICT and COLLEGE DISTRICT each comply with local collective bargaining agreements and all state and federal reporting requirements regarding the qualifications of the teacher or faculty member teaching a course under this Agreement that is offered for high school credit.

11.7 The COLLEGE DISTRICT and the SCHOOL DISTRICT each certify, in accordance with California Education Code § 76004(n), that any remedial course taught by COLLEGE faculty at a SCHOOL DISTRICT campus shall be offered only to high school students who do not meet their grade level standard in math, English, or both on an interim assessment in grade 10 or 11, as determined by the SCHOOL DISTRICT, and shall involve a collaborative effort between SCHOOL DISTRICT and COLLEGE faculty to deliver an innovative remediation course as an intervention in the student's junior or senior year to ensure the student is prepared for college-level work upon graduation.

11.8 COLLEGE DISTRICT certifies that a proposed agreement was presented at an open public meeting of the Governing Board of the COLLEGE DISTRICT,at which time public comments were taken prior to a vote being taken to approve or disapprove the proposed agreement.

11.9 SCHOOL DISTRICT certifies that a proposed agreement was presented at an open public meeting of the Governing Board of the SCHOOL DISTRICT, at which time public comments were taken prior to a vote being taken to approve or disapprove the proposed agreement.

11.10 COLLEGE DISTRICT and SCHOOL DISTRICT certify that they do not receive full compensation for the direct education costs of the courses offered as part of this Agreement from another source, as provided in California Education Code § 84752.

12. PROGRAM IMPROVEMENT

12.1 The COLLEGE DISTRICT, COLLEGE, and the SCHOOL DISTRICT may annually conduct surveys of participating SCHOOL DISTRICT pupils, instructors, principals, and guidance counselors for the purpose of informing practice, making adjustments, and improving the quality of courses offered under this Agreement.

13. EDUCATIONAL RECORDS

13.1 For SCHOOL DISTRICT students who enroll in a course(s) offered under this Agreement, both the SCHOOL DISTRICT and COLLEGE DISTRICT will maintain permanent educational records in keeping with applicable law.

13.2 COLLEGE DISTRICT shall provide the SCHOOL DISTRICT with a roster of participants from SCHOOL DISTRICT and their final course grades in courses provided by the COLLEGE DISTRICT.

13.3 COLLEGE DISTRICT, COLLEGE, and SCHOOL DISTRICT understand and agree that education records of students enrolled in courses under this Agreement and personally identifiable information contained in those educational records are subject to the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232g; 34 C.F.R. Part 99, including the disclosure provisions of § 99.30, and state law, including California Education Code §§ 49064 and 49076. COLLEGE DISTRICT, COLLEGE, and SCHOOL DISTRICT agree to hold all student education records generated in relation to this Agreement in strict confidence, and further agree not to re-disclose such records except as authorized by applicable law or regulation.

13.4 COLLEGE DISTRICT, COLLEGE, and SCHOOL DISTRICT shall use each student education record that it may receive pursuant under this Agreement solely for a purpose(s) consistent with its authority to access that information under applicable federal and state law.

13.5 COLLEGE DISTRICT, COLLEGE, and SCHOOL DISTRICT shall comply with the requirements governing maintenance of records of each request for access to and each disclosure of, student education records set forth under Title 34, Code of Federal Regulations § 99.32 and under California Education Code § 49064 as applicable.

13.6 By signature of its authorized representative on this Agreement, COLLEGE DISTRICT and SCHOOL DISTRICT acknowledges that they have been provided with notice under 34 C.F.R.§ 99.33(d) that they are strictly prohibited from re-disclosing student education records to any other person or entity except as authorized by applicable law or regulation.

14. STATE CHANCELLOR'S OFFICE REPORTS AND FILINGS

14.1 In accordance with California Education Code § 76004(c)(3), COLLEGE DISTRICT shall file a copy of this Agreement with the CCCCO and the California Department of Education before the start of the CCAP partnership. The State Chancellor may void any CCAP partnership agreement it determines has not compiled with the intent of the requirements of this section.

14.2 COLLEGE DISTRICT shall prepare an annual report for joint submission by the COLLEGE DISTRICT and SCHOOL DISTRICT to the CCCCO. This report shall include the data required by California Education Code § 76004(t)(1): 1) The total number of high school pupils by school site enrolled in each CCAP partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws. 2) The total number of community college courses by course category and type and by school site enrolled in by CCAP partnership participants. 3) The total number and percentage of successful course completions, by course category and type and by school site, of CCAP partnerships. 4) The total number of full-time equivalent students (FTES) generated by CCAP partnership COLLEGE DISTRICT participants. 5) The total number of FTES served online generated by CCAP partnership COLLEGE DISTRICT participants. COLLEGE and SCHOOL DISTRICT shall ensure operational protocols consistent with the collection and timely submission of the data. SCHOOL DISTRICT shall be provided an opportunity to review the report prior to its submission and may choose to submit its own, separate report. SCHOOL DISTRICT personnel will perform services specified in this section as part of their regular assignment as employees of SCHOOL DISTRICT.

14.3 On or before May 1 of each year, the State Chancellor shall aggregate the information annually reported and submit a report of that information to the following: The Legislature, in compliance with § 9795, The Director of Finance, and The Superintendent.

14.4 The State Chancellor shall ensure that the number of full-time equivalent students generated by CCAP partnerships is reported under this Agreement to the reporting requirements in § 76002.

15. FACILITIES

15.1 The SCHOOL DISTRICT will provide adequate classroom space at its facilities, or other mutually agreed upon location, to conduct the instruction and do so without charge to COLLEGE DISTRICT or COLLEGE or students. SCHOOL DISTRICT agrees to clean, maintain, and safeguard SCHOOL DISTRICT's premises made available for the programming that is the subject of this Agreement. SCHOOL DISTRICT warrants that its facilities are safe and compliant with all applicable building, fire, and safety codes.

15.2 COLLEGE facilities may be used subject to mutual agreement by the Parties as provided in the Appendix A to this Agreement.

16. INDEMNIFICATION

16.1 The SCHOOL DISTRICT shall indemnify, save and hold harmless the COLLEGE DISTRICT and its governing board, officers, employees, administrators, independent

contractors, subcontractors, agents and other representatives from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments, arising out of SCHOOL DISTRICT's performance of this Agreement. The obligation to indemnify shall extend to all claims and losses that arise from the negligence of the SCHOOL DISTRICT, its officers, employees, independent contractors, subcontractors, agents and other representatives.

16.2 The COLLEGE DISTRICT shall indemnify, save and hold harmless the SCHOOL DISTRICT and its governing board, officers, employees, administrators, independent contractors, subcontractors, agents and other representatives from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments, arising out of COLLEGE DISTRICT's performance of this Agreement. The obligation to indemnify shall extend to all claims and losses that arise from the negligence of the COLLEGE DISTRICT and its officers, employees, independent contractors, subcontractors, agents and other representatives.

16.3 In the event of concurrent negligence (or intentional/reckless acts) of SCHOOL DISTRICT and/or its officers and employees, on the one hand, and COLLEGE DISTRICT and/or its officers, employees, agents, and servants, on the other hand, then the liability for any and all claims for injuries or damage to persons and/or property which arise out of terms and conditions of this Agreement shall be apportioned according to the California theory of comparative fault.

17. INSURANCE

17.1 SCHOOL DISTRICT and COLLEGE DISTRICT shall each take out and maintain during the life of this Agreement such liability insurance as shall protect each of them while performing work covered by this Agreement from any and all claims for damages and all operations under this Agreement, whether such operations be by either party or by any subcontractor or by anyone directly or indirectly employed by either of them.

17.2 Required Coverage. Coverage shall be at least as broad as the amount(s) specified below:

a. Commercial General Liability and Property Damage insurance, with no exclusion for molestation or abuse, including: Bodily Injury Liability insurance which provides for injuries including accidental death, per any one occurrence in an amount not less than $1,000,000 per occurrence and $2,000,000 annual aggregate; and Property Damage insurance in an amount not less than $1,000,000 per occurrence.

b. Business Automobile Liability insurance in an amount not less than $1,000,000 including coverage for owned, non-owned and hired vehicles; and

c. Umbrella liability in an amount not less than $3,000,000 per occurrence and annual aggregate.

17.3 If SCHOOL DISTRICT or the COLLEGE DISTRICT maintains higher limits than the minimums shown above, the SCHOOL DISTRICT or the COLLEGE DISTRICT, as the case may be, requires and shall be entitled to coverage for the higher limits maintained. Any available insurance proceeds in excess of the specified minimum limits of insurance

and coverage shall be available to the COLLEGE DISTRICT or the SCHOOL DISTRICT, as the case may be.

17.4 Required Rating. Insurance carriers must have a Best rating of A(-)X or better.

17.5 Endorsements and Certificates of Insurance. San Mateo County Community College District, its Officers, Agents and Employees must be named by endorsement on SCHOOL DISTRICT'S Commercial General Liability and Property Damage Policies as co-insured or additional insured, and Cabrillo Unified School District, its Officers, Agents, and Employees must be named by endorsement on COLLEGE DISTRICT'S Commercial General Liability and Property Damage Policies as co-insured or additional insured. Certificates of Insurance and endorsements for coverages required herein shall be filed with COLLEGE DISTRICT'S Executive Vice Chancellor and with the SCHOOL DISTRICT's Superintendent *prior to the commencement of courses offered under this Agreement.* The certificates shall provide that if the policy or policies be canceled by the insurance company, or SCHOOL DISTRICT, or the COLLEGE DISTRICT, as the case may be, during the term of this Agreement, thirty (30) days written notice prior to the effective date of such cancellation will be given to COLLEGE DISTRICT's Executive Vice Chancellor or the SCHOOL DISTRICT's Superintendent, as the case may be.

17.6 For the purpose of Workers' Compensation, SCHOOL DISTRICT shall be the "primary employer" for all of its personnel who perform services as instructors and support staff. SCHOOL DISTRICT shall be solely responsible for processing, investigating, defending, and paying all workers' compensation claims by its SCHOOL DISTRICT personnel made in connection with performing services and receiving instruction under this Agreement. SCHOOL DISTRICT agrees to hold harmless, indemnify, and defend COLLEGE DISTRICT and its officers, agents, and employees from any liability resulting from the failure to process, investigate, defend, or pay any workers' compensation claims by SCHOOL DISTRICT personnel connected with providing services under this Agreement. SCHOOL DISTRICT is not responsible for non-SCHOOL DISTRICT personnel who may serve as instructors.

17.7 For the purpose of Workers' Compensation, COLLEGE DISTRICT shall be the "primary employer" for all of its personnel who perform services as instructors and support staff. COLLEGE DISTRICT shall be solely responsible for processing, investigating, defending, and paying all workers' compensation claims by its COLLEGE DISTRICT personnel made in connection with performing services and receiving instruction under this Agreement. COLLEGE DISTRICT agrees to hold harmless, indemnify, and defend SCHOOL DISTRICT and its directors, officers, agents, and employees from any liability resulting from the failure to process, investigate, defend, or pay any workers' compensation claims by COLLEGE DISTRICT personnel connected with providing services under this Agreement. COLLEGE DISTRICT is not responsible for non-COLLEGE DISTRICT personnel who may serve as instructors.

18. NON-DISCRIMINATION

18.1 Neither the SCHOOL DISTRICT, nor the COLLEGE DISTRICT, nor the COLLEGE shall discriminate on the basis of race or ethnicity, gender, nationality, physical or mental disability, sexual orientation, religion, or any other protected class under California State or federal law.

19. NOTICES

All notices to be given between the parties hereto shall be in writing and may be served by commercial express/overnight courier service or by depositing the same in the United States mail, postage prepaid and certified receipt requested and addressed as follows:

For COLLEGE DISTRICT:
San Mateo County Community College District
Office of the Executive Vice Chancellor of Administrative Services
3401 CSM Drive
San Mateo, CA 94402

For SCHOOL DISTRICT:
Cabrillo Unified School District
Sean McPhetridge, Superintendent
498 Kelly Avenue
Half Moon Bay, CA 94019

Either party by written notice to the other party may change the address of the notice or the names of the persons or parties to receive written notices.

20. TERMINATION

20.1 Any party may terminate this Agreement by giving written notice specifying the effective date and scope of such termination. The termination notice must be presented by January 15 for the following fall semester and by September 1 for the following spring semester. Written notice of termination of this Agreement must be provided to the point of contact for each party identified in Section 19 of this Agreement.

21. MODIFICATION AND AMENDMENT

21.1 This Agreement sets forth the entire agreement between the parties relating to the subject matter of this Agreement. All agreements or representations, express or implied, oral or written, of the parties with regard to the subject matter hereof are incorporated into this Agreement.

21.2 No modifications or amendments of any of the terms or provisions of this Agreement shall be binding unless made in writing and signed by the Parties.

22. GOVERNING LAW

22.1 This agreement shall be interpreted according to the laws of the State of California.

23. SEVERABILITY

23.1 This Agreement shall be considered severable, such that if any provision or part of the Agreement is ever held invalid under any law or ruling, that provision or part of the Agreement shall remain in force and effect to the extent allowed by law, and all other provisions or parts shall remain in full force and effect.

24. COUNTERPARTS

24.1 This Agreement may be executed by the parties in separate counterparts, each of which when so executed and delivered shall be an original, but all such counterparts shall together constitute one and the same instrument.

IN WITNESS WHEREOF, the respective parties have executed this Agreement on the dates indicated below.

SCHOOL DISTRICT	**SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT**
Signature	Signature
Name/Title of Authorized Signatory	Name/Title of Authorized Signatory
Date	Date

APPENDIX – A

FALL 2024 – SPRING 2025 (TENTATIVE)
TO THE COLLEGE AND CAREER ACCESS PATHWAYS DUAL ENROLLMENT PARTNERSHIP AGREEMENT WITH CABRILLO UNIFIED SCHOOL DISTRICT

WHEREAS, the COLLEGE DISTRICT and the SCHOOL DISTRICT agree to set forth specific components of the Agreement using this Appendix for purposes of addressing mandated reporting requirements, including, but not limited to, the total number of high school students to be served and the total number of full-time equivalent students projected to be claimed by the COLLEGE DISTRICT for those students; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses; and Sec. 2 (c)(1)

WHEREAS, this Appendix shall also be used to record protocols for information sharing in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in community college courses; and Sec. 2 (c)(1)

NOW THEREFORE the COLLEGE DISTRICT and SCHOOL DISTRICT agree as follows:

1. COLLEGE AND SCHOOL DISTRICT POINT OF CONTACT FOR OPERATIONAL MATTERS

LOCATION	NAME AND TITLE	TELEPHONE	EMAIL
College: College of San Mateo	Carla Grandy, Vice President of Instruction	650-574-6404	grandyc@smccd.edu
School District: Cabrillo Unified School District	Sean McPhetridge, Superintendent	650-712-7100	mcphetridges@cabrillo.k12.ca.us

2. AGREEMENT EDUCATIONAL PROGRAM(S) AND COURSE(S)

a. THE COLLEGE DISTRICT, acting through the COLLEGE, is responsible for all educational program(s) and course(s) and offered as part of this CCAP Agreement whether the educational program(s) and course(s) are offered at the SCHOOL DISTRICT or the COLLEGE.

3. **AGREEMENT PROGRAM YEAR FALL 2024-SPRING 2025 -** COLLEGE has identified the following: program year, educational program(s) and course(s) to be offered at the said date, time and location; the total number of students to be served and projected FTES; and the instructor and employer of record.

PROGRAM YEAR: Fall 2024 – Spring 2025 COLLEGE: College of San Mateo

SCHOOL DISTRICT: Cabrillo Unified School District

HIGH SCHOOL: Half Moon Bay High School

EDUCATIONAL PROGRAM: Career & Life Planning

TOTAL NUMBER OF STUDENTS TO BE SERVED: TBD	TOTAL PROJECTED FTES: TBD

COURSE NAME	COURSE NUMBER	TERM	TIME	DAYS/ HOURS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
Career Planning and Life Exploration	CRER 100	Fall 2024	TBD	TBD	TBD	▪ CC ☐ HS	☐ CC ▪ HS

EDUCATIONAL PROGRAM: Counseling

TOTAL NUMBER OF STUDENTS TO BE SERVED: 17	TOTAL PROJECTED FTES: TBD

COURSE NAME	COURSE NUMBER	TERM	TIME	DAYS/ HOURS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
College and Academic Success	COUN 240	Spring 2025	TBD	TBD	TBD	▪ CC ☐ HS	☐ CC ▪ HS

Required: Describe the criteria used to assess the ability of pupils to benefit from the course(s) offered *(Sec. 2 (c)(1):*

SCHOOL DISTRICT counselors select students based on academic readiness and the alignment of the course content to students; educational and career goals. SCHOOL DISTRICT and COLLEGE faculty identify CCAP courses using the following criteria: 1) alignment with high school pathways and college program of study; 2) the potential for course completion to accelerate students' time to completion of a postsecondary degree or certificate.

4. BOOKS AND INSTRUCTIONAL MATERIALS. The total cost of books and instructional materials for SCHOOL DISTRICT students participating in courses covered by this Agreement will be borne by SCHOOL DISTRICT.

COURSE NAME	TEXT	COST	OTHER INSTRUCTIONAL MATERIALS	COST
CRER 100	TBD	$xx.xx	OER	$xx.xx
COUN 240	TBD	$xx.xx	OER	$xx.xx

5. FACILITIES USE. COLLEGE DISTRICT and SCHOOL DISTRICT shall adhere to the terms outlined in Section 15, Facilities, of this Agreement.

SCHOOL	BUILDING	CLASSROOM	DAYS	HOURS
Half Moon Bay High School	TBD	TBD	TBD	TBD

(End of Appendix A)

APPENDIX B

MEMORANDUM OF UNDERSTANDING (MOU)
BETWEEN
SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT AND
INSTRUCTOR OF COMMUNITY COLLEGE CLASS UNDER CCAP AGREEMENT

WHEREAS, the _____ School District (hereinafter "SCHOOL DISTRICT" and the San Mateo County Community College District (hereinafter "COLLEGE DISTRICT") have entered into a College and Career Access Pathways Dual Enrollment Partnership Agreement ("CCAP Agreement") dated _____.

WHEREAS, _____ (hereinafter "INSTRUCTOR") is an employee of SCHOOL DISTRICT who is serving as an instructor of a COLLEGE DISTRICT class offered under the CCAP Agreement for the term of _____ _____ through _____.

NOW THEREFORE, The COLLEGE DISTRICT and INSTRUCTOR understand and agree as follows, pursuant to Cal. Code Regs., tit. 5, § 58058(b):

1. COLLEGE DISTRICT has the sole right to control and direct the instructional activities of INSTRUCTOR.

2. INSTRUCTOR must provide the supervision and control reasonably necessary for the protection of the health and safety of students and may not have any other assigned duties during the instructional activity. INSTRUCTOR must be physically present in the classroom or lab or within line-of-sight of the students.

3. COLLEGE DISTRICT shall list, and INSTRUCTOR shall meet, the minimum qualifications required for INSTRUCTOR, which shall comply with legal requirements for California community college instruction and be consistent with requirements for similar COLLEGE DISTRICT courses.

4. COLLEGE DISTRICT is not responsible for any salary, wages, or benefits due to the INSTRUCTOR. The SCHOOL DISTRICT is solely responsible for all salaries, wages, and benefits due to INSTRUCTOR.

5. For purposes of assignment monitoring and reporting to the county office of education, the SCHOOL DISTRICT will be the employer of record for courses taught by INSTRUCTOR under the CCAP Agreement.

6. INSTRUCTOR shall report student attendance and full time equivalent students (FTES) as required by COLLEGE DISTRICT.

7. INSTRUCTOR'S performance in relation to courses offered under this Agreement shall be evaluated by the COLLEGE DISTRICT using the adopted evaluation process and standards for faculty of the COLLEGE DISTRICT, subject to the approval of COLLEGE DISTRICT.

8. INSTRUCTOR'S failure to comply with the policies, regulations, standards, and expectations of the COLLEGE DISTRICT may result in, subject to the discretion of the COLLEGE DISTRICT, ineligibility to teach courses offered under this Agreement.

IN WITNESS WHEREOF, the respective parties have executed this MOU on the dates indicated below.

INSTRUCTOR	**COLLEGE DISTRICT**
_____	_____
Signature	Signature
_____	_____
Printed Name of Instructor	Name/Title of Authorized Signatory
_____	_____
Date	Date
_____	_____
Printed Name of School District	

(End of Appendix B)

CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
Amber Lee-Alva

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Carmen Daniel
Kimberly Hines
Sophia Layne

MEMORANDUM

MEETING DATE: June 13, 2024
TO: Members of the Governing Board
FROM: Bianca Forrester, M.A. Ed., Director of Personnel and Pupil Services
CATEGORY: Consent/Action
ITEM TITLE: Certificated Personnel Report

BACKGROUND INFORMATION

1. RESIGNATION

Hannah Brown, Spanish Teacher, Cunha Intermediate School, effective June 7, 2024.

Kristy Jordan, Special Day Class Teacher, El Granada Elementary School, effective June 7, 2024.

Erica Krein, Elementary Teacher, El Granada Elementary School, effective June 7, 2024.

Robert McHugh, Mathematics Teacher, Half Moon Bay High School, effective June 7, 2024.

Shannon Murray, Reading Intervention Teacher, Hatch Elementary School, effective June 7, 2024.

Itali Sartor, School Psychologist, Hatch Elementary School, effective June 14, 2024.

2. RESCINDMENT OF RESIGNATION

Theresa Janzen, English Teacher, Half Moon Bay High School. Ms. Janzen will return to Half Moon Bay High School for the 2024-2025 school year.

Sonia Myers, Science Teacher, Cunha Intermediate School. Ms. Myers will return to Cunha Intermediate School for the 2024-2025 school year.

FISCAL ANALYSIS

The financial impact is included in the budget.

RECOMMENDATION

Approve as submitted.

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MEMORANDUM

MEETING DATE: June 13, 2024
TO: Members of the Governing Board
FROM: Bianca Forrester, M.A. Ed., Director of Personnel and Pupil Services
CATEGORY: Consent/Action
ITEM TITLE: Classified Personnel Report

BACKGROUND INFORMATION

1. RESIGNATION

Yaneth Carrillo Cardenas, Paraprofessional Special Education II, Farallone View Elementary School, effective June 6, 2024.

Jessica Reed, Behavior Intervention Specialist, District Office, effective May 17, 2024.

Cesilia Velasquez, Pre-Kindergarten Educator, Los Listos School, effective May 31, 2024.

2. OFFER OF EMPLOYMENT FOR 2023-24 SCHOOL YEAR

Raul Arellano, Custodian II, Cunha Intermediate School, effective May 31, 2024.

FISCAL ANALYSIS

The financial impact is included in the budget.

RECOMMENDATION

Approve as submitted.

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MEMORANDUM

MEETING DATE: June 13, 2024
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 Sunshine Reopeners

BACKGROUND INFORMATION

In accordance with the Cabrillo Unified School District and Cabrillo Unified Teachers Association Contract Bargaining Agreement, Article 23.2.4 states that the parties shall submit initial proposals for a successor negotiated agreement on or before March 1, 2024, to begin in 2024-2025. CUTA “sunshined” their proposal at the May 9, 2024 meeting of the Governing Board.

The District desires to reopen Article 4 “Leaves of Absence” and Article 12 “Teaching Hours.”

FINANCIAL IMPACT

There is no financial impact to the General Fund.

RECOMMENDATION

In accordance with Government Code section 3547(c), staff recommend that the Governing Board adopt the CUSD initial proposal.

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MEMORANDUM

MEETING DATE: June 13, 2024
TO: Members of the Governing Board
FROM: J Jesús Contreras, Ed., Deputy Superintendent of Business Services
CATEGORY: Consent/Information
ITEM TITLE: CUSD Enrollment Report

BACKGROUND INFORMATION

School district funding is directly related to the number and type of students each district serves. Under the Local Control Funding Formula (LCFF) funding mechanism, funding targets are based on student characteristics and overall enrollment. The LCFF funding targets consist of grade span-specific base grants plus supplemental and concentration grants calculated based on student demographic factors. The chart presented depicts the CUSD enrollment and is provided for information purposes only.

FISCAL ANALYSIS

Enrollment data is entered into the LCFF calculator for funding purposes.

RECOMMENDATION

Receive the CUSD Enrollment Report as submitted.

CABRILLO UNIFIED SCHOOL DISTRICT
2023-2024 SCHOOL YEAR
ENROLLMENT REPORT

School Month No. **10** **Date:** **5/17/2024**

Grade	El Granada	Farallone View	Hatch	Kings Mountain	Cunha	Half Moon Bay High	Pilarcitos	Home & Independent Study	TOTALS
TK	38	0	23	0	-	-	-	0	61
K	60	25	96	10	-	-	-	0	191
1	50	24	95	9	-	-	-	0	178
2	43	23	84	9	-	-	-	0	159
3	52	30	89	4	-	-	-	0	175
4	48	23	81	3	-	-	-	0	155
5	50	30	83	9	-	-	-	1	173
6	-	-	-	-	161	-	-	0	161
7	-	-	-	-	190	-	-	0	190
8	-	-	-	-	196	-	-	0	196
9	-	-	-	-	-	212	0	1	213
10	-	-	-	-	-	251	3	3	257
11	-	-	-	-	-	235	16	4	255
12	-	-	-	-	-	261	20	7	288
TOTAL ENROLLMENT	**341**	**155**	**551**	**44**	**547**	**959**	**39**	**16**	**2652**
Total Enrollment as of 05/12/2023	322	164	532	48	575	1006	0	22	2669
Difference between 05/12/23 Total Enrollment and 05/17/24 Total Enrollment	**19**	**-9**	**19**	**-4**	**-28**	**-47**	**39**	**-6**	**-17**
Total Enrollment as of 04/19/2024	339	155	549	44	545	961	38	17	2648
Difference between 04/19/24 Total Enrollment and 05/17/24 Total Enrollment	**2**	**0**	**2**	**0**	**2**	**-2**	**1**	**-1**	**4**

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MEMORANDUM

MEETING DATE: June 13, 2024
TO: Members of the Governing Board
FROM: J Jesús Contreras, Ed.D., Deputy Superintendent of Business Services
CATEGORY: Consent/Action
ITEM TITLE: Approval of Donations to Cabrillo Unified School District

BACKGROUND INFORMATION

The Governing Board routinely reviews the monthly donation reports.

REPORT/PROPOSAL

Pursuant to Governing Board Policy 3290, the Governing Board is to accept donations on behalf of the district or any school in the district.

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

Approve as submitted.

June 13, 2024 Board Meeting
Summary Site Donations

Site	Items	Donor	Amount	Site Total Donations
HMBHS	Money for the Staff & Student Recognition	Ohiopyle Prints, Inc	$21	
HMBHS	Money for the HMB Brewing Co. Scholarship	The Brewery on Half Moon Bay Inc.	$15,000	
HMBHS	Money for the Rotary Vocational Scholarship	Rotary Club of Half Moon Bay Foundation	$2,000	
HMBHS	FFA Banquet Flowers	Wildflowers Farms	$255	
				$17,276

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MEMORANDUM

MEETING DATE: June 13, 2024
TO: Members of the Governing Board
FROM: J Jesús Contreras, Ed.D., Deputy Superintendent of Business Services
CATEGORY: Consent/Action
ITEM TITLE: Approval of Warrant Register Report Processed from May 1, 2024 to May 31, 2024

BACKGROUND INFORMATION

In alignment with Education Code 52631, Cabrillo USD presents all payments from the CUSD funds 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, 2024, to May 31, 2024.

FISCAL ANALYSIS

The register of warrants processed by 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	5/31/2024 9:30:05 AM
District	41
Logon	MarshJ
Fiscal Year	2024

Options

Report Title	WARRANT REGISTER 050124-053124

Sorting

Sort By	Warrant/EFT#

Filters

Payment Type	District
Form of Payment	ALL
From Date Paid	05/01/2024
To Date Paid	05/31/2024
Year	2024
District	41

WARRANT REGISTER 050124-053124
41 Cabrillo Unified School District **Fiscal Year: 2024**

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
W-939295	012010-01 ANDREW BICKFORD	05/07/2024	844.16	PO240944-001	844.16	01-9547-0-1343-1000-4300-211	042324 REIMB.
W-939296	004961-02 DEMCO INC.	05/07/2024	1,802.60	PO240774-001	257.78	01-0111-0-1110-1000-4200-740-201	7460188
			1,802.60	PO240897-001	501.54	01-0111-0-1110-1000-4200-740-201	7465684
			1,802.60	PO240831-001	624.94	01-0111-0-1110-1000-4200-740-201	7452764
			1,802.60	PO240898-001	418.34	01-0111-0-1110-1000-4300-740-201	7466896
W-939297	001232-01 ESBRO CHEMICAL	05/07/2024	1,704.97	PO240091-005	1,704.97	01-8150-0-0000-8110-4300-780	107099
W-939298	008993-01 EVANS, SHELLY	05/07/2024	220.00	PO240947-001	220.00	01-9335-0-1110-4200-5800-331	HMBHS GYMNASTICS
W-939299	009594-01 PBUA	05/07/2024	5,388.00	PO240954-001	5,388.00	01-9335-0-1110-4200-5800-331	006
W-939300	002160-02 SCHOOL MATE	05/07/2024	539.61	PO240858-001	539.61	01-0101-0-1310-1000-4300-101	IN000608915
W-939301	000139-01 SCHOOL SERVICES	05/07/2024	3,965.02	PO240828-001	3,965.02	01-0000-0-0000-3900-5800-750	0141638-IN
W-939302	011989-01 SHRED WORKS INC.	05/07/2024	45.00	PO240329-008	45.00	01-0000-0-0000-7300-5800-720	54898
W-939303	009453-01 SMITH, GAYLE	05/07/2024	494.46	PO240943-001	494.46	01-3550-0-3800-1000-5200-331	042324 REIMB.
W-939304	009413-02 SOUTHERN COUNTIE	05/07/2024	2,478.78	PO240056-016	2,478.78	01-9723-0-0000-3600-4300-788	331608
W-939305	005061-01 SULLIVAN, JACKIE	05/07/2024	173.59	PV240724-001	173.59	01-0000-0-0000-7400-4300-750	042824 REIMB.
W-939306	011588-01 TRAFERA LLC	05/07/2024	333.99	PO240903-007	333.99	01-0000-0-0000-2421-4300-790	I001010916
W-939307	011589-01 A+ LIVESCAN SERV	05/07/2024	140.00	PO240227-010	140.00	01-0000-0-0000-7400-5800-750	17759A
W-939308	000583-01 DEPARTMENT OF JU	05/07/2024	245.00	PO240204-006	245.00	01-0000-0-0000-7400-5800-750	725559
W-939309	008699-01 GIBBS, DIANE	05/07/2024	220.00	PO240946-001	220.00	01-9335-0-1110-4200-5800-331	HMBHS GYMNASTICS
W-939310	007339-01 HALF MOON BAY FE	05/07/2024	86.37	PO240362-004	86.37	01-3550-0-3800-1000-4300-331	031324 PURCHASE
W-939311	007649-02 KAPLAN EARLY LEA	05/07/2024	684.00	PV240725-001	684.00	12-6105-0-0001-1000-4300-100	0006807030
W-939312	004143-02 RICOH USA INC	05/07/2024	6,842.76	PO240218-019	1,416.47	01-0000-0-0000-7300-4300-720	5068754602
			6,842.76	PO240218-019	1,269.91	01-0211-0-1210-1000-4300-211	5068754602

WARRANT REGISTER 050124-053124
41 Cabrillo Unified School District **Fiscal Year: 2024**

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			6,842.76	PO240218-019	244.21	01-0103-0-1210-2700-4300-103	5068754602
			6,842.76	PO240218-019	607.86	01-0101-0-1310-1000-4300-101	5068754602
			6,842.76	PO240218-019	1,015.75	01-0105-0-1210-2700-4300-105	5068754602
			6,842.76	PO240218-019	11.40	01-0107-0-1210-2700-4300-107	5068754602
			6,842.76	PO240218-019	1,652.47	01-0331-0-1210-2700-4300-331	5068754602
			6,842.76	PO240218-019	36.03	01-0335-0-3250-1000-4300-335	5068754602
			6,842.76	PO240218-020	312.71	01-0000-0-0000-7300-4300-720	1099841256
			6,842.76	PO240218-021	13.14	01-0000-0-0000-7300-4300-720	1099841257
			6,842.76	PO240218-022	119.77	01-0103-0-1210-2700-4300-103	5068754603
			6,842.76	PO240218-022	71.53	01-0105-0-1210-2700-4300-105	5068754603
			6,842.76	PO240218-022	71.51	01-0107-0-1210-2700-4300-107	5068754603
W-939313	011517-01 YOUNG AUDIENCES	05/07/2024	2,640.00	PO240912-001	2,640.00	01-9567-0-1110-1000-5800-107	INV002294
W-939314	011975-01 YOUNGS AUTO PART	05/07/2024	8.26	PO240819-012	8.26	01-8150-0-0000-8110-4300-780	123894-2
W-939315	011617-01 ZOOM VIDEO COMMU	05/07/2024	15,800.00	PO240307-001	15,800.00	01-7422-0-0000-2421-5800-790	INV249597162
W-939316	011909-01 ARCADIO'S PRODUC	05/07/2024	248.90	PO240193-031	248.90	13-5466-0-0000-3700-4710-331	305294
W-939317	008911-01 DAVID'S BAGELS	05/07/2024	55.00	PO240191-055	55.00	13-5310-0-0000-3700-4712-331	39934
W-939318	009571-01 GOLD STAR FOODS	05/07/2024	385.51	PO240188-150	92.72	13-5310-0-0000-3700-4712-331	7105556
			385.51	PO240188-151	259.04	13-5310-0-0000-3700-4710-331	7323644
			385.51	PO240188-154	33.75	13-5310-0-0000-3700-4790-331	7433905
W-939319	004981-01 STRAW HAT PIZZA	05/07/2024	503.64	PO240186-029	503.64	13-5310-0-0000-3700-4710-331	4982
W-939320	009571-01 GOLD STAR FOODS	05/07/2024	1,314.44	PO240188-152	339.84	13-5310-0-0000-3700-4710-331	7348617
			1,314.44	PO240188-152	434.80	13-5310-0-0000-3700-4712-331	7348617

WARRANT REGISTER 050124-053124
41 Cabrillo Unified School District **Fiscal Year: 2024**

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			1,314.44	PO240188-152	164.84	13-5310-0-0000-3700-4790-331	7348617
			1,314.44	PO240188-153	374.96	13-5310-0-0000-3700-4710-331	7409972
W-939321	005163-01 SYSCO FOOD SERVI	05/07/2024	711.87	PO240183-052	503.78	13-5310-0-0000-3700-4712-331	650524428
			711.87	PO240183-052	208.09	13-5310-0-0000-3700-4710-331	650524428
W-939322	011153-01 CONSOLIDATED ENG	05/07/2024	4,242.24	PO240381-006	4,242.24	21-9711-0-9645-8520-6240-103	218100
W-939323	002671-01 ANDREINI BROS IN	05/07/2024	19,725.00	PO240835-001	19,725.00	01-9430-0-8100-5000-5603-000	6326
W-939324	012127-01 PENINSULA TREE C	05/07/2024	16,000.00	PO240928-001	16,000.00	21-9711-0-9645-8520-5603-103	2024-0425
W-939325	012132-01 RODAN BUILDERS I	05/07/2024	465,641.87	PO240882-001	465,641.87	21-9711-0-9640-8520-6200-101	23-1292 01 MAR
W-939326	010760-01 THE LUNCH MASTER	05/07/2024	42,101.25	PO240192-049	19,267.50	13-5310-0-0000-3700-4710-105	CUAH043024
			42,101.25	PO240192-050	1,402.50	13-5310-0-0000-3700-4710-105	CUPH043024
			42,101.25	PO240192-051	6,855.00	13-5310-0-0000-3700-4710-101	CUEG043024
			42,101.25	PO240192-052	4,428.75	13-5310-0-0000-3700-4710-103	CUFV043024
			42,101.25	PO240192-053	1,980.00	13-5310-0-0000-3700-4710-107	CULM043024
			42,101.25	PO240192-054	8,167.50	13-5310-0-0000-3700-4710-211	CUMC043024
W-940034	008079-01 ALVAREZ, ESTEFAN	05/09/2024	30.45	PV240740-001	30.45	01-0000-0-0000-7300-5903-720	050124 REIMB.
W-940035	009663-01 ATKINSON ANDELSO	05/09/2024	2,294.32	PV240746-001	2,294.32	01-0000-0-0000-2100-5810-730	708826
W-940036	011520-01 BOEWER, ANDREA	05/09/2024	30.45	PV240739-001	30.45	01-0000-0-0000-7300-5903-720	050124 REIMB.
W-940037	011933-01 CARY, NICHOLAS	05/09/2024	134.67	TC240104-001	134.67	01-0000-0-0000-2140-5200-790	APR24 MILEAGE
W-940038	011988-01 CCAE	05/09/2024	235.00	PO240842-001	25.00	11-6391-0-4110-2700-5800-561	MAGDALENA CARRIL
			235.00	PO240842-002	35.00	11-6391-0-4110-2700-5800-561	PAUL FARNSWORTH
			235.00	PO240842-003	35.00	11-6391-0-4110-2700-5800-561	BRYAN FELTS
			235.00	PO240842-004	105.00	11-6391-0-4110-2700-5800-561	DREW GAMET

WARRANT REGISTER 050124-053124
41 Cabrillo Unified School District **Fiscal Year: 2024**

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			235.00	PO240842-005	35.00	11-6391-0-4110-2700-5800-561	VICENTE PATINO
W-940039	006312-02 COUNTY OF SAN MA	05/09/2024	6,027.50	PV240744-001	6,027.50	01-0000-0-0000-7400-5810-750	4330
W-940040	009553-01 E-RATE ONLINE LL	05/09/2024	3,750.00	PO240275-002	3,750.00	01-0000-0-0000-2421-5800-790	9406
W-940041	008971-01 LEADERSHIP ASSOC	05/09/2024	12,250.00	PO240812-002	12,250.00	01-0000-0-0000-7150-5800-710	3494
W-940042	010927-02 METLIFE SMALL MA	05/09/2024	425.78	PV240742-001	425.78	01-0000-0-0000-0000-9564-000	05372885-MAY24
W-940043	011355-01 PEIMANI, MICHAEL	05/09/2024	225.00	PO240957-001	225.00	01-0331-0-1352-1000-4300-331	042924 REIMB.
W-940044	012108-02 RELIAS LLC	05/09/2024	115.04	PO240738-005	115.04	11-3926-0-4110-1000-4300-561	SI-378106
W-940045	009346-01 U S BANK CORP PA	05/09/2024	213.52	PO240714-003	20.00	11-6391-0-4110-2700-5100-561	4246 0470 0103 6
			213.52	PV240730-001	193.52	21-9711-0-9662-8520-5800-101	4246 0470 0103 6
W-940046	009346-01 U S BANK CORP PA	05/09/2024	8,691.70	PV240731-001	1,466.00	01-8150-0-0000-8110-4300-780	4246 0470 0103 6
			8,691.70	PV240733-001	315.73	01-9723-0-0000-3600-5603-788	4246 0470 0103 6
			8,691.70	PV240734-001	41.99	01-3060-0-7110-2490-4300-745	4246 0470 0103 6
			8,691.70	PV240735-001	34.17	01-2600-0-0000-2490-4300-000	4246 0470 0103 6
			8,691.70	PV240736-001	83.08	01-2600-0-0000-2490-4300-000	4246 0470 0103 6
			8,691.70	PV240737-001	668.00	01-0331-0-1324-1000-4300-331	4246 0470 0103 6
			8,691.70	PV240738-001	166.49	01-9450-0-1110-1000-4300-331	4246 0470 0103 6
			8,691.70	PO240331-007	49.95	01-0420-0-3350-1000-4300-420	4246 0470 0103 6
			8,691.70	PO240331-007	49.96	11-6391-0-4110-1000-4300-561	4246 0470 0103 6
			8,691.70	PO240959-001	766.28	01-6387-0-1110-1000-4300-331	4246 0446 6404 9
			8,691.70	PV240726-001	298.50	01-2600-0-1110-4000-4300-105	4246 0470 0103 6
			8,691.70	PV240727-001	818.34	01-2600-0-1110-4000-4300-105	4246 0470 0103 6
			8,691.70	PV240727-001	144.42	12-6105-0-0001-1000-4300-100	4246 0470 0103 6

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Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			8,691.70	PV240728-001	230.76	01-2600-0-1110-4000-4300-105	4246 0470 0103 6
			8,691.70	PV240728-001	57.70	12-6105-0-0001-1000-4300-100	4246 0470 0103 6
			8,691.70	PV240729-001	245.91	01-9723-0-0000-3600-5603-788	4246 0470 0103 6
			8,691.70	PO240836-002	209.21	01-9664-0-0001-2140-5200-000	4246 0470 0103 6
			8,691.70	PO240915-001	807.62	01-2600-0-0000-2490-4300-000	4246 0470 0103 6
			8,691.70	PO240915-002	807.62	01-2600-0-0000-2490-4300-000	4246 0470 0103 6
			8,691.70	PO240301-011	321.03	01-2600-0-0000-2490-4300-000	4246 0470 0103 6
			8,691.70	PO240301-011	56.65	12-6105-0-0001-1000-4300-100	4246 0470 0103 6
			8,691.70	PO240646-006	238.29	01-6010-0-1110-4000-4300-101	4246 0470 0103 6
			8,691.70	PO240870-001	301.96	01-6266-0-1110-1000-5200-105	4246 0470 0103 6
			8,691.70	PO240870-002	286.96	01-6266-0-1110-1000-5200-105	4246 0470 0103 6
			8,691.70	PO240870-003	127.10	01-6266-0-1110-1000-5200-105	4246 0470 0103 6
			8,691.70	PO240870-004	97.98	01-6266-0-1110-1000-5200-105	4246 0470 0103 6
W-940047	009453-01 SMITH, GAYLE	05/09/2024	55.72	PV240741-001	4.00	01-7010-0-3800-1000-4300-331	043024 REIMB.
			55.72	TC240106-001	51.72	01-6387-0-1110-1000-5200-331	CTE MTG MILEAGE
W-940048	011597-01 MARIA EUGENIA YO	05/09/2024	298.42	TC240105-001	298.42	01-0700-0-1460-3140-5200-000	APR24 MILEAGE
W-940049	011171-01 ON POINT LANGUAG	05/09/2024	1,201.40	PO240349-007	1,201.40	01-0111-0-4760-2495-5800-740-403	04-2024
W-940050	007418-01 BARNES, JAMES	05/09/2024	2,122.43	PV240743-001	535.12	01-7085-0-1110-1000-5200-760	CASCWA CONF. REI
			2,122.43	PV240745-001	1,587.31	01-0000-0-0000-3900-5200-760	CARNEGIE CONF. R
W-940051	007546-01 BOYSEN, ANDREW	05/09/2024	23.12	TC240107-001	23.12	01-6387-0-1110-1000-5200-331	CTE MTG MILEAGE
W-940052	009571-01 GOLD STAR FOODS	05/09/2024	443.70	PO240188-156	348.60	13-5310-0-0000-3700-4710-331	7448140
			443.70	PO240188-156	95.10	13-5310-0-0000-3700-4712-331	7448140

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Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
W-940053	006946-01 JUAREZ, ADRIANA	05/09/2024	14.23	PV240747-001	14.23	13-5310-0-0000-3700-4710-331	905500484510
W-940054	004981-01 STRAW HAT PIZZA	05/09/2024	503.64	PO240186-030	503.64	13-5310-0-0000-3700-4710-331	4983
W-940055	009571-01 GOLD STAR FOODS	05/09/2024	58.89	PO240188-155	58.89	13-5310-0-0000-3700-4710-331	7409963
W-940056	007869-01 ART IN ACTION	05/09/2024	191.42	PO240965-001	191.42	01-0111-0-1110-1000-4300-740	1348
W-940057	010866-01 FELTS, BRYAN	05/09/2024	227.80	TC240108-001	227.80	01-9538-0-6001-1000-5200-000	APR24 MILEAGE
W-940058	011940-01 JWEINAT, ILEANA	05/09/2024	761.00	PO240420-005	761.00	01-6500-0-5760-1180-5100-730	042224 REIMB.
W-940059	006767-01 KRABBENSCHMIDT,	05/09/2024	107.52	PV240750-001	107.52	01-9664-0-0001-2140-5200-000	BOOST CONF. REIM
W-940060	011980-01 MAMADOU TRAORE	05/09/2024	1,000.00	PO240964-001	1,000.00	01-6010-0-1110-4000-5800-101	DOLPHIN CLUB 5-7
W-940061	009413-02 SOUTHERN COUNTIE	05/09/2024	1,600.76	PO240056-017	1,600.76	01-9723-0-0000-3600-4300-788	333741
W-940062	005037-01 TK ELEVATOR CORP	05/09/2024	2,792.04	PO240564-003	1,200.00	01-8150-0-0000-8110-5602-780	3007842735
			2,792.04	PO240302-006	1,592.04	01-8150-0-0000-8110-5602-780	3007843509
W-940063	011846-02 WALERA, KATE	05/09/2024	599.53	PO240969-001	599.53	01-0111-0-1110-1000-5210-740-105	REIMB. FOR #2207
W-940064	008436-01 BRIDGE WIRELESS	05/09/2024	653.50	PV240755-001	653.50	01-0000-0-0000-2421-4300-790	41555
W-940065	011814-01 BROOKWOOD PROGRA	05/09/2024	19,540.00	PV240751-001	10,420.00	40-9012-0-0000-8500-5800-000	3950-31
			19,540.00	PV240752-001	9,120.00	40-9012-0-0000-8500-5800-000	3950-32
W-940066	008439-01 CHAVAN & ASSOCIA	05/09/2024	20,818.00	PV240753-001	19,118.00	01-0000-0-0000-7190-5820-710	C&A-18232
			20,818.00	PV240754-001	1,700.00	01-0000-0-0000-7190-5820-710	C&A-18199
W-940067	011550-01 EICHLER ASSOCIAT	05/09/2024	61,560.00	PO240777-002	61,560.00	01-9663-0-0000-8520-5800-000	1957
W-940068	009169-02 ISOM ADVISORS	05/09/2024	3,400.00	PO240974-001	3,400.00	21-9711-0-9006-8500-5800-000	DISCLOSURE2023-1
W-940069	011738-01 POWERSCHOOL GROU	05/09/2024	68,738.00	PO240920-001	7,200.00	01-0111-0-1110-1000-5800-790-501	INV392098
			68,738.00	PV240756-001	2,465.00	01-0000-0-0000-2421-5800-790	INV395438
			68,738.00	PV240757-001	59,073.00	01-0000-0-0000-2421-5800-790	INV395433

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W-940070	007058-02 PTM DOCUMENT SYS	05/09/2024	900.00	PO240553-001	900.00	01-0000-0-0000-2421-4300-790	0087861
W-940071	008428-01 THE HEAL PROJECT	05/09/2024	750.00	PV240749-001	750.00	01-0111-0-1110-1000-5800-740-204	1322
W-940072	009728-01 VIA HEART PROJEC	05/09/2024	1,400.00	PO240970-001	1,400.00	01-0331-0-1210-1000-4300-331	4921
W-940073	012143-01 CARAHASEN, KIMBE	05/09/2024	220.00	PO240961-001	220.00	01-9335-0-1110-4200-5800-331	042624 HMBHS
W-940074	011323-01 DOOLEY CORPORATI	05/09/2024	665.00	PO240421-009	665.00	01-6500-0-5760-1180-5800-730	9259
W-940075	012071-01 E-THERAPY	05/09/2024	6,900.00	PO240455-032	4,140.00	01-6500-0-5760-1180-5867-730	37771
			6,900.00	PO240455-033	2,760.00	01-6500-0-5760-1180-5867-730	37774
W-940076	009231-02 MIZKAN AMERICA I	05/09/2024	1,649.18	PO240087-005	1,649.18	01-0000-0-0000-8220-4300-785	000085286
W-940077	011958-01 NICOLE WALTERS	05/09/2024	3,845.00	PO240466-009	3,845.00	01-6500-0-5750-1180-5864-730	9
W-940078	009239-02 O'REILLY AUTO PA	05/09/2024	190.18	PO240101-001	190.18	01-9723-0-0000-3600-4300-788	3562-254256
W-940079	004891-01 ORKIN EXTERMINAT	05/09/2024	145.00	PO240254-014	145.00	01-8150-0-0000-8110-5800-780	260463518
W-940080	008963-01 OTIS ELEVATOR CO	05/09/2024	4,500.00	PO240107-008	4,500.00	01-8150-0-0000-8110-5603-780	SJ8394003
W-940081	007457-01 PACIFIC AUTISM L	05/09/2024	8,571.83	PO240261-012	8,571.83	01-6500-0-5750-1180-5861-730	7812931
W-940082	007012-02 PRO-ED INC.	05/09/2024	208.91	PO240929-001	208.91	01-6500-0-5001-2100-4300-730	3037703
W-940083	009491-01 SOUND AND SIGNAL	05/09/2024	1,854.04	PO240149-014	1,854.04	01-8150-0-0000-8110-5603-780	42190
W-940084	009206-01 TRADE CREDIT SER	05/09/2024	2,198.10	PO240059-032	1,721.75	01-8150-0-0000-8110-4300-780	347212-042524
			2,198.10	PO240059-032	476.35	01-0000-0-0000-8220-4300-785	347212-042524
W-940085	009206-02 TRADE CREDIT SER	05/09/2024	22.84	PO240361-004	15.58	01-3550-0-3800-1000-4300-331	I45844
			22.84	PO240361-005	7.26	01-3550-0-3800-1000-4300-331	I46950
W-940086	009206-03 TRADE CREDIT SER	05/09/2024	501.83	PO240360-005	108.99	01-3550-0-3800-1000-4300-331	684900-042524
			501.83	PO240360-006	392.84	01-3550-0-3800-1000-4300-331	684900-042524
W-940087	009206-06 TRADE CREDIT SER	05/09/2024	29.08	PV240759-001	29.08	21-9711-0-9006-8520-4300-000	L17948

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W-940088	009346-01 U S BANK CORP PA	05/09/2024	315.73	PV240732-001	315.73	01-9723-0-0000-3600-5603-788	4246 0470 0103 6
W-940089	005589-02 COUNTY OF SAN MA	05/09/2024	24,269.00	PV240758-001	24,269.00	21-9711-0-9640-8520-6210-101	440617
W-941000	008412-01 TOTAL SCHOOL SOL	05/14/2024	6,637.50	PV240748-001	6,637.50	21-9711-0-9658-8520-5800-770	18/4528
W-941001	011909-01 ARCADIO'S PRODUC	05/14/2024	255.60	PO240193-032	255.60	13-5466-0-0000-3700-4710-331	306671
W-941002	008911-01 DAVID'S BAGELS	05/14/2024	209.00	PO240191-057	55.00	13-5310-0-0000-3700-4712-331	39980
			209.00	PO240191-058	77.00	13-5310-0-0000-3700-4712-331	39991
			209.00	PO240191-056	77.00	13-5310-0-0000-3700-4712-331	39992
W-941003	005163-01 SYSCO FOOD SERVI	05/14/2024	1,412.11	PO240183-053	485.35	13-5310-0-0000-3700-4712-331	650539954
			1,412.11	PO240183-053	224.15	13-5310-0-0000-3700-4710-331	650539954
			1,412.11	PO240183-053	79.35	13-5310-0-0000-3700-4790-331	650539954
			1,412.11	PO240183-054	623.26	13-5310-0-0000-3700-4712-211	650539957
W-941820	012069-01 AYA HEALTHCARE I	05/16/2024	7,425.00	PO240418-033	4,125.00	01-6500-0-5750-1180-5800-730	4216083
			7,425.00	PO240418-034	3,300.00	01-6500-0-5750-1180-5800-730	4174319
W-941821	012140-01 BUILD MY WHEELCH	05/16/2024	538.00	PO240932-001	538.00	01-6500-0-5750-2100-4300-730	7870
W-941822	011982-01 COUNTY OF SAN MA	05/16/2024	35,111.61	PO240546-006	18,270.00	01-3327-0-5760-3140-5800-730	CABRILLO1223
			35,111.61	PO240546-007	16,841.61	01-3327-0-5760-3140-5800-730	CABRILLO0124
W-941823	011976-01 EDTHEORY LLC	05/16/2024	28,224.00	PO240470-007	16,464.00	01-6500-0-5750-1180-5867-730	7125
			28,224.00	PO240470-008	11,760.00	01-6500-0-5750-1180-5867-730	7124
W-941824	008993-01 EVANS, SHELLY	05/16/2024	220.00	PO240971-001	220.00	01-9335-0-1110-4200-5800-331	042624 HMBHS
W-941825	008699-01 GIBBS, DIANE	05/16/2024	220.00	PO240963-001	220.00	01-9335-0-1110-4200-5800-331	042624 HMBHS
W-941826	000915-01 HALF MOON BAY GL	05/16/2024	1,133.44	PO240089-004	573.44	01-8150-0-0000-8110-4300-780	8635
			1,133.44	PO240089-005	560.00	01-8150-0-0000-8110-4300-780	8658

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W-941827	011171-01 ON POINT LANGUAG	05/16/2024	2,488.00	PO240469-009	2,488.00	01-6500-0-5001-2100-5800-730	SPED/04-2024
W-941828	007756-01 PAR INC	05/16/2024	163.63	PO240930-001	163.63	01-6500-0-5001-2100-4300-730	IN-00324997
W-941829	011492-01 PENINSULA TRUCK	05/16/2024	2,231.88	PO240158-031	371.98	01-9723-0-0000-3600-5603-788	10997
			2,231.88	PO240158-032	371.98	01-9723-0-0000-3600-5603-788	10998
			2,231.88	PO240158-033	371.98	01-9723-0-0000-3600-5603-788	10999
			2,231.88	PO240158-034	371.98	01-9723-0-0000-3600-5603-788	11000
			2,231.88	PO240158-035	371.98	01-9723-0-0000-3600-5603-788	11001
			2,231.88	PO240158-036	371.98	01-9723-0-0000-3600-5603-788	11002
W-941830	012067-01 PIONEER HEALTHCA	05/16/2024	7,440.00	PO240414-032	3,720.00	01-6500-0-5750-1180-5867-730	68880
			7,440.00	PO240414-033	3,720.00	01-6500-0-5750-1180-5867-730	69151
W-941831	009536-01 SKYVIEW TREE SER	05/16/2024	17,000.00	PO240162-001	17,000.00	01-8150-0-0000-8110-5603-780	03
W-941832	009623-01 STEVEN MELO INC	05/16/2024	2,000.00	PO240175-005	2,000.00	01-8150-0-0000-8110-5603-780	606991
W-941833	009206-02 TRADE CREDIT SER	05/16/2024	36.94	PO240361-006	36.94	01-3550-0-3800-1000-4300-331	I58833
W-941834	009206-04 TRADE CREDIT SER	05/16/2024	155.69	PO240059-033	155.69	01-8150-0-0000-8110-4300-780	216576-042524
W-941835	012019-01 VANIR CONSTRUCTI	05/16/2024	102,894.00	PO240666-004	102,894.00	21-9711-0-9006-8520-5800-000	178149
W-941836	008911-01 DAVID'S BAGELS	05/16/2024	55.00	PO240191-059	55.00	13-5310-0-0000-3700-4712-331	40010
W-941837	009571-01 GOLD STAR FOODS	05/16/2024	990.31	PO240188-157	193.14	13-5310-0-0000-3700-4710-331	7410010
			990.31	PO240188-157	271.25	13-5310-0-0000-3700-4712-331	7410010
			990.31	PO240188-159	525.92	13-5310-0-0000-3700-4710-331	7480900
W-941838	004981-01 STRAW HAT PIZZA	05/16/2024	503.61	PO240186-031	503.61	13-5310-0-0000-3700-4710-331	4984
W-941839	009571-01 GOLD STAR FOODS	05/16/2024	30.14	PO240188-158	30.14	13-5310-0-0000-3700-4711-331	7474463
W-942791	011951-01 CESILIA GUTIERRE	05/21/2024	377.85	PV240769-001	377.85	01-2600-0-0000-2140-5200-000	050624 REIMB.

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W-942792	011905-01 LESLYE VALENCIA	05/21/2024	1,341.99	PO240346-004	1,341.99	01-9667-0-1110-4000-4300-101	051424 REIMB.
W-942793	010916-02 OGARRIO, JESUS	05/21/2024	300.00	PV240774-001	300.00	01-6266-0-1110-1000-5200-105	ESPERANZA REIMB.
W-942794	012147-01 RED AND WHITE FL	05/21/2024	1,800.00	PO240988-001	1,800.00	01-9567-0-1110-1000-5210-105	681531
W-942795	010924-01 REISS, MARTINA	05/21/2024	48.60	PV240771-001	48.60	01-6500-0-5770-1120-4300-730	051024 REIMB.
W-942796	011358-01 TAFT, ERINN	05/21/2024	175.00	PV240772-001	175.00	01-6500-0-5001-2100-4300-730	050724 REIMB.
W-942797	011975-01 YOUNGS AUTO PART	05/21/2024	184.90	PO240819-013	53.91	01-8150-0-0000-8110-4300-780	124454-2
			184.90	PO240819-014	130.99	01-8150-0-0000-8110-4300-780	124446-2
W-942798	008058-05 AT&T	05/21/2024	2,782.00	PO240216-008	1,391.00	01-0000-0-0000-8205-5901-720	8076218805
			2,782.00	PO240216-009	1,391.00	01-0000-0-0000-8205-5901-720	5447849805
W-942799	010782-01 BENDANA, LIZETH	05/21/2024	600.00	PO240432-007	600.00	01-9665-0-1110-2140-4300-000	REIMB FOR #8579
W-942800	009353-01 COASTSIDE PRINTE	05/21/2024	71.09	PV240776-001	71.09	01-9661-0-1460-3140-4300-000	33718
W-942801	006136-01 LADD, MARTHA	05/21/2024	750.00	PV240775-001	750.00	01-9661-0-1460-3140-4300-000	WELLNESS FEST. R
W-942802	005224-01 OPENING TECHNOLO	05/21/2024	4,587.00	PO240064-005	4,587.00	01-8150-0-0000-8110-4300-780	2212463
W-942803	000550-01 PACIFIC GAS AND	05/21/2024	83,577.13	PO240222-023	3,833.44	01-0000-0-0000-8205-5502-720	0130358105-0/041
			83,577.13	PO240222-023	7,680.21	01-0000-0-0000-8205-5502-101	0130358105-0/041
			83,577.13	PO240222-023	4,980.22	01-0000-0-0000-8205-5502-103	0130358105-0/041
			83,577.13	PO240222-023	5,902.63	01-0000-0-0000-8205-5502-105	0130358105-0/041
			83,577.13	PO240222-023	3,884.79	01-0000-0-0000-8205-5502-107	0130358105-0/041
			83,577.13	PO240222-023	1,649.63	01-0000-0-0000-8205-5502-211	0130358105-0/041
			83,577.13	PO240222-023	55,646.21	01-0000-0-0000-8205-5502-331	0130358105-0/041
W-942804	008938-01 AMAZON CAPITAL S	05/21/2024	21,450.25	CM240013-001	(126.86)	01-9610-0-0001-1000-4300-740	1FJF-19D4-3YGR
			21,450.25	PO240853-001	71.67	01-0111-0-1110-2495-4300-103-303	143H-XJCJ-4H1L

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Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			21,450.25	PO240299-026	694.88	12-6105-0-0001-1000-4300-100	1DYF-KFG6-4QYF
			21,450.25	PO240941-001	71.08	01-0211-0-1310-1000-4300-211	1MQG-TCG1-HRGN
			21,450.25	PO240084-011	3,095.78	01-0000-0-0000-2421-4300-790	1MD9-WHNG-3VPJ
			21,450.25	PO240688-003	112.90	01-6500-0-5750-2100-4300-730	1VNV-JN1H-3W6W
			21,450.25	PO240220-007	129.40	01-0000-0-0000-7300-4300-720	14WM-743J-3Y1L
			21,450.25	PO240871-001	56.84	01-0101-0-1310-1000-4300-101	1FPQ-DKKX-3VFY
			21,450.25	PO240890-001	153.04	01-9450-0-1110-1000-4300-103	13JP-NRTJ-3VRT
			21,450.25	PO240862-001	367.17	01-0105-0-1310-1000-4300-105	1MV7-MDV9-431X
			21,450.25	PO240861-001	125.87	01-0211-0-1310-1000-4300-211	1CDJ-4XL6-3X49
			21,450.25	PO240850-001	669.55	01-0101-0-1310-1000-4300-101	1YKX-MF71-43J4
			21,450.25	PO240132-012	752.85	01-8150-0-0000-8110-4300-780	17WP-NWD1-43TT
			21,450.25	PO240856-001	587.74	01-0331-0-1210-1000-4300-331	1YJL-D4LC-4941
			21,450.25	PO240904-001	59.04	01-0111-0-1110-1000-4300-101-503	1FJF-19D4-4DPQ
			21,450.25	PO240829-001	426.70	01-9665-0-1110-2140-4300-000	1YGL-4LDF-41RH
			21,450.25	PO240278-008	168.16	01-6010-0-1110-4000-4300-101	1N4C-F1RV-44PD
			21,450.25	PO240081-005	348.91	01-0000-0-0000-7300-4300-750	1NN1-GPFQ-4MP7
			21,450.25	PO240299-019	77.39	01-2600-0-0000-2490-4300-000	13JP-NRTJ-4LC3
			21,450.25	PO240299-020	82.02	01-2600-0-0000-2490-4300-000	1CP4-FT3N-4PQV
			21,450.25	PO240299-020	82.02	12-6105-0-0001-1000-4300-100	1CP4-FT3N-4PQV
			21,450.25	PO240303-006	2,838.33	11-6391-0-4110-2700-4300-561	1MK7-M7GC-4VKT
			21,450.25	PO240303-007	67.90	11-6391-0-4110-2700-4300-561	1HNH-FMYY-HHXM
			21,450.25	PO240907-001	195.17	01-0107-0-1210-2700-4300-107	1YVX-6TWJ-FKW7

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			21,450.25	PO240952-001	404.87	01-0105-0-1310-1000-4300-105	1Y6J-73D7-HWDX
			21,450.25	PO240084-012	504.16	01-0000-0-0000-2421-4300-790	117L-NF4G-HHV1
			21,450.25	PO240299-021	67.20	01-2600-0-0000-2490-4300-000	1Q63-RPLG-HN3R
			21,450.25	PO240299-022	6.11	01-2600-0-0000-2490-4300-000	1C6T-KRV4-J3K6
			21,450.25	PO240348-010	71.08	01-7010-0-3800-1000-4300-331	1PMQ-KDN3-HH6C
			21,450.25	PO240924-001	153.18	01-0103-0-1210-2700-4300-103	1CX1-XFJH-HLLV
			21,450.25	PO240278-009	185.33	01-6010-0-1110-4000-4300-101	1KGM-F1JD-HJDH
			21,450.25	PO240914-001	109.97	01-0101-0-1310-1000-4300-101	131Q-G6KF-JC7K
			21,450.25	PO240348-011	24.58	01-6387-0-1110-1000-4300-331	1J3G-YD7C-FK9P
			21,450.25	PO240132-013	994.99	01-8150-0-0000-8110-4300-780	1LJG-FKV4-HQHV
			21,450.25	PO240953-001	148.03	01-0211-0-1310-1000-4300-211	1MQG-TCG1-J79J
			21,450.25	PO240299-023	49.92	12-6105-0-0001-1000-4300-100	1Q3N-PVHV-FPFQ
			21,450.25	PO240906-001	412.22	01-0111-0-1110-1000-4300-107-503	13XH-J3GX-J7MR
			21,450.25	PO240923-001	783.61	01-0111-0-1110-2490-4300-740-503	1J3G-YD7C-FQLR
			21,450.25	PO240967-001	82.01	01-0111-0-1110-1000-4300-740-203	1Y6W-GJM3-FRY4
			21,450.25	PO240299-024	1,250.61	01-3060-0-7110-2490-4300-745	1C39-39L7-JK1J
			21,450.25	PO240916-001	35.92	01-9450-0-1110-1000-4200-101	1MQG-TCG1-JHKM
			21,450.25	PO240909-001	609.30	01-0111-0-1110-1000-4300-740-203	1W76-X6Y7-J4P7
			21,450.25	PO240904-002	1,642.82	01-0111-0-1110-1000-4300-101-503	14KC-3T9Q-HFMC
			21,450.25	PO240955-001	398.81	01-0331-0-1354-1000-4300-331	1N9C-9WL9-J3VH
			21,450.25	PO240966-001	82.32	01-0101-0-1310-1000-4300-101	1LNC-1NH9-J7WG
			21,450.25	PO240926-001	757.29	01-0107-0-1210-2700-4300-107	13LX-9DJP-GKJJ

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			21,450.25	PO240299-025	399.72	01-2600-0-0000-2490-4300-000	1C39-39L7-JPXH
			21,450.25	PO240962-001	820.20	01-0111-0-1110-1000-4300-740-203	1JQG-FXWC-FQLM
			21,450.25	CM240011-001	(53.00)	01-6500-0-5001-2100-4300-730	1MY3-XK9K-4NWL
			21,450.25	CM240012-001	(20.55)	01-2600-0-0000-2490-4300-000	1LJG-FKV4-HW77
			21,450.25	PV240768-001	422.00	01-9400-0-1110-1000-4300-331	1JQG-FXWC-F4XJ
W-942805	008988-01 CARLTON, LYNNE	05/21/2024	208.62	PV240770-001	208.62	01-9450-0-1110-1000-4300-105	INK SPELL REIMB.
W-942806	006767-01 KRABBENSCHMIDT,	05/21/2024	421.63	PV240773-001	421.63	01-2600-0-0000-2140-4300-000	051324 REIMB.
W-942807	009413-02 SOUTHERN COUNTIE	05/21/2024	1,592.18	PO240056-018	1,592.18	01-9723-0-0000-3600-4300-788	334081
W-942808	010926-01 STARVISTA	05/21/2024	2,500.00	PO240555-003	2,500.00	12-6105-0-0001-1000-5800-100	7230
W-942809	011075-01 MAIN STREET SCHO	05/21/2024	12,900.00	PO240997-001	450.00	01-6500-0-5760-1180-5100-730	INV-55012
			12,900.00	PO240997-002	12,450.00	01-6500-0-5760-1180-5100-730	INV-55013
W-942810	011960-01 SAN MATEO YELLOW	05/21/2024	15,195.00	PO240998-001	13,860.00	01-6500-0-5750-1180-5863-730	12605
			15,195.00	PO240998-002	1,155.00	01-6500-0-5750-1180-5863-730	12609
			15,195.00	PO240998-003	180.00	01-6500-0-5750-1180-5863-730	12612
W-942811	007627-01 AT&T MOBILITY	05/21/2024	681.75	PO240399-007	227.25	01-0000-0-0000-8205-5901-720	287298525082X011
			681.75	PO240399-008	227.25	01-0000-0-0000-8205-5901-720	287298525082X021
			681.75	PO240399-009	227.25	01-0000-0-0000-8205-5901-720	287298525082X031
W-942812	000196-01 COUNTY SCHOOL SE	05/21/2024	4,000.00	PV240777-001	4,000.00	01-0111-0-1110-2140-5800-740-501	18851
W-942813	000105-03 REPUBLIC SERVICE	05/21/2024	1,737.18	PO240201-022	679.37	01-0000-0-0000-8205-5504-720	0925-001677607
			1,737.18	PO240201-022	86.06	01-0000-0-0000-8205-5504-105	0925-001677607
			1,737.18	PO240201-022	497.12	01-0000-0-0000-8205-5504-211	0925-001677607
			1,737.18	PO240173-025	474.63	01-0000-0-0000-8205-5504-211	0925-001677414

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W-942814	011153-01 CONSOLIDATED ENG	05/21/2024	2,872.57	PO240381-007	1,289.29	21-9711-0-9645-8520-6240-103	219423
			2,872.57	PO240381-008	1,583.28	21-9711-0-9645-8520-6240-103	218475
W-942815	012076-01 CIS INC	05/21/2024	13,350.00	PO240495-008	13,350.00	21-9711-0-9645-8520-6290-103	7
W-942816	000061-01 DANNIS WOLIVER K	05/21/2024	39,078.05	PV240778-001	236.00	01-0000-0-0000-7150-5810-710	APRIL 2024
			39,078.05	PV240778-001	1,765.00	01-0000-0-0000-7400-5810-750	APRIL 2024
			39,078.05	PV240778-001	10,720.78	01-0000-0-0000-7111-5810-750	APRIL 2024
			39,078.05	PV240778-001	8,921.76	01-0000-0-0000-7112-5810-750	APRIL 2024
			39,078.05	PV240778-001	1,822.54	01-0000-0-0000-7300-5810-720	APRIL 2024
			39,078.05	PV240778-001	3,919.50	40-9012-0-0000-8500-5810-000	APRIL 2024
			39,078.05	PV240778-001	11,692.47	21-9711-0-9006-8500-5810-000	APRIL 2024
W-942817	005398-01 MOBILE MODULAR M	05/21/2024	176,191.56	PO240885-002	176,191.56	01-2600-0-9657-8520-6200-100	R10752769
W-943884	012117-01 BAY AREA DISCOVE	05/23/2024	2,030.00	PO240814-001	1,015.00	01-9567-0-1110-1000-5210-105	30592936
			2,030.00	PO240814-002	1,015.00	01-9567-0-1110-1000-5210-105	30610107
W-943885	000748-01 FEDEX	05/23/2024	59.75	PO240200-007	59.75	01-0000-0-0000-7300-5903-720	8-489-41999
W-943886	008602-02 HODGE, JOYCE	05/23/2024	1,560.00	PO240395-005	1,560.00	01-9440-0-1110-1000-5800-740	005
W-943887	003274-03 NCS PEARSON INC	05/23/2024	1,786.97	PO240931-001	1,786.97	01-6500-0-5001-2100-4300-730	4246 0446 2279 1
W-943888	008800-02 PLAYWORKS EDUCAT	05/23/2024	2,000.00	PO240950-001	2,000.00	01-3010-0-1110-1000-4300-105	INV0013826
W-943889	009346-01 U S BANK CORP PA	05/23/2024	4,287.55	PV240760-001	410.00	01-0000-0-0000-7300-4300-720	4246 0470 0103 6
			4,287.55	PV240761-001	223.03	01-0111-0-1110-2140-4300-740-104	4246 0446 2279 1
			4,287.55	PV240762-001	26.58	01-0000-0-0000-7111-4300-750	4246 0446 2279 1
			4,287.55	PV240763-001	112.89	01-0000-0-0000-7112-4300-750	4246 0446 2279 1
			4,287.55	PV240765-001	64.34	01-4035-0-1110-2140-5200-740	4246 0446 2279 1

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			4,287.55	PV240766-001	150.00	01-4035-0-1110-2140-5200-740	4246 0446 2279 1
			4,287.55	PV240767-001	149.92	01-0000-0-0000-7110-4300-710	4246 0446 2279 1
			4,287.55	PO240799-001	1,220.76	01-4035-0-1110-2140-5200-740	4246 0446 2279 1
			4,287.55	PO240799-002	1,220.76	01-4035-0-1110-2140-5200-740	4246 0446 2279 1
			4,287.55	PO240799-003	174.10	01-4035-0-1110-2140-5200-740	4246 0446 2279 1
			4,287.55	PO240799-004	148.10	01-4035-0-1110-2140-5200-740	4246 0446 2279 1
			4,287.55	PO240799-005	387.07	01-4035-0-1110-2140-5200-740	4246 0446 2279 1
W-943890	009453-01 SMITH, GAYLE	05/23/2024	494.46	PO240943-002	494.46	01-3550-0-3800-1000-5200-331	042324 REIMB.#2
W-943891	011871-01 ABBOTT'S PRO-POW	05/23/2024	8,033.17	PO240984-001	8,033.17	01-8150-0-0000-8110-4300-785	191624
W-943892	012033-01 GRAMS, C. ARTHUR	05/23/2024	16,000.00	PO240523-004	8,000.00	21-9711-0-9400-8520-5800-211	3.1.2024
			16,000.00	PO240523-005	8,000.00	21-9711-0-9400-8520-5800-211	4.1.2024
W-943893	009405-02 ANTONIO, ERIC	05/23/2024	175.27	TC240110-001	175.27	01-0000-0-0000-2140-5200-790	APR24 MILEAGE
W-943894	008436-01 BRIDGE WIRELESS	05/23/2024	8,051.83	PO240866-001	8,051.83	01-0000-0-0000-2421-4300-790	41775
W-943895	011802-01 BUS SAFETY TRAIN	05/23/2024	2,625.00	PO240172-003	2,625.00	01-9723-0-0000-3600-5800-788	JAN-APR 2024
W-943896	012017-01 CASTILLO, ISRAEL	05/23/2024	318.56	PV240782-001	318.56	01-0111-0-1110-2140-4300-740	042324 REIMB.
W-943897	000194-01 COASTSIDE COUNTY	05/23/2024	11,875.80	PO240221-009	405.40	01-0000-0-0000-8205-5503-720	MAR 2024
			11,875.80	PO240221-009	1,293.57	01-0000-0-0000-8205-5503-211	MAR 2024
			11,875.80	PO240221-009	1,941.97	01-0000-0-0000-8205-5503-331	MAR 2024
			11,875.80	PO240221-009	760.37	01-0000-0-0000-8205-5503-101	MAR 2024
			11,875.80	PO240221-009	1,212.79	01-0000-0-0000-8205-5503-105	MAR 2024
			11,875.80	PO240221-010	470.16	01-0000-0-0000-8205-5503-720	APR 2024
			11,875.80	PO240221-010	1,309.76	01-0000-0-0000-8205-5503-211	APR 2024

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			11,875.80	PO240221-010	2,362.91	01-0000-0-0000-8205-5503-331	APR 2024
			11,875.80	PO240221-010	841.32	01-0000-0-0000-8205-5503-101	APR 2024
			11,875.80	PO240221-010	1,277.55	01-0000-0-0000-8205-5503-105	APR 2024
W-943898	012071-01 E-THERAPY	05/23/2024	4,830.00	PO240455-034	2,070.00	01-6500-0-5760-1180-5867-730	38149
			4,830.00	PO240455-035	2,760.00	01-6500-0-5760-1180-5867-730	38152
W-943899	011947-01 HANA L. HANSON	05/23/2024	76.80	PO241005-001	50.00	01-3550-0-3800-1000-5200-331	051524 REIMB.
			76.80	TC240111-001	26.80	01-6387-0-1110-1000-5200-331	042524 MILEAGE
W-943900	011562-01 HOPSKIPDRIVE INC	05/23/2024	9,228.65	PO240417-010	9,228.65	01-6500-0-5750-1180-5863-730	20756
W-943901	008272-01 LOPEZ, GERRY	05/23/2024	8,800.00	PO240447-001	8,800.00	01-4203-0-4760-2495-5800-740	CUSD82523
W-943902	011298-01 MODENA, SHANE	05/23/2024	60.43	PV240779-001	60.43	01-8150-0-0000-8110-4300-780	051624 REIMB.
W-943903	004891-03 ORKIN	05/23/2024	145.00	PO240254-015	145.00	01-8150-0-0000-8110-5800-780	261822799
W-943904	011492-01 PENINSULA TRUCK	05/23/2024	371.98	PO240158-037	371.98	01-9723-0-0000-3600-5603-788	10619
W-943905	011849-01 PHILANTHROPIC VE	05/23/2024	3,750.00	PO241006-001	3,750.00	01-6388-0-1110-1000-5200-331	20240511-SFOA
W-943906	012067-01 PIONEER HEALTHCA	05/23/2024	2,976.00	PO240414-034	2,976.00	01-6500-0-5750-1180-5867-730	69337
W-943907	010725-01 SVSOA	05/23/2024	552.00	PO241008-001	552.00	01-9335-0-1110-4200-5800-331	SOFT-23480
W-943908	012029-01 TAYLOR TAFT	05/23/2024	127.43	TC240109-001	127.43	01-3410-0-5770-1190-5200-331	APR24 MILEAGE
W-943909	012149-01 WILDMIND	05/23/2024	495.00	PO241010-001	495.00	12-6105-0-0001-1000-4300-100	28238
W-943910	009571-01 GOLD STAR FOODS	05/23/2024	780.43	PO240188-160	434.80	13-5310-0-0000-3700-4712-331	7448247
			780.43	PO240188-161	345.63	13-5310-0-0000-3700-4710-331	240188
W-943911	005163-01 SYSCO FOOD SERVI	05/23/2024	413.78	PO240183-056	413.78	13-5310-0-0000-3700-4712-211	650554913
W-945318	007627-01 AT&T MOBILITY	05/28/2024	454.10	PO240399-010	227.05	01-0000-0-0000-8205-5901-720	287298525082X041
			454.10	PO240399-011	227.05	01-0000-0-0000-8205-5901-720	287298525082X051

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Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
W-945319	008259-01 ACHIEVEKIDS	05/28/2024	13,080.00	PO240353-010	8,976.00	01-6500-0-5750-1180-5100-730	32963
			13,080.00	PO240353-010	309.00	01-6500-0-5750-1180-5867-730	32963
			13,080.00	PO240353-010	412.00	01-6500-0-5750-1180-5864-730	32963
			13,080.00	PO240353-010	776.00	01-6500-0-5750-1180-5861-730	32963
			13,080.00	PO240353-010	2,023.00	01-6500-0-5750-1180-5863-730	32963
			13,080.00	PO240353-010	584.00	01-6500-0-5750-1180-5800-730	32963
W-945320	000903-01 AGUILAR, SILVIO	05/28/2024	322.59	TC240112-001	113.32	01-0000-0-1480-1000-5200-760	CU-FV-HA: T/TH
			322.59	TC240113-001	197.35	01-0000-0-1480-1000-5200-760	HA-KM: T/F
			322.59	TC240114-001	11.92	01-0000-0-1480-1000-5200-760	CU-HA: M/W/F
W-945321	011898-02 APPROACH LLC	05/28/2024	4,216.00	PO240082-012	4,216.00	11-6391-0-4110-2700-5100-561	4357
W-945322	000105-04 BFI OF CA OX MTN	05/28/2024	206.00	PO240213-006	206.00	01-0000-0-0000-8205-5504-720	4227-000068150
W-945323	011814-01 BROOKWOOD PROGRA	05/28/2024	942.50	PV240780-001	942.50	40-9012-0-0000-8500-5800-000	3950-33
W-945324	011917-01 CIFUENTES RECYCL	05/28/2024	3,700.00	PO240493-002	3,700.00	01-8150-0-0000-8110-5603-780	2973
W-945325	011363-01 EIDE BAILLY LLP	05/28/2024	8,937.50	PV240783-001	8,937.50	01-0000-0-0000-7190-5820-720	EI01695283
W-945326	011939-01 ERSKINE, BRITTAN	05/28/2024	19,555.55	PO240419-007	19,555.55	01-6500-0-5750-1180-5100-730	REIMB. FOR PMT#1
W-945327	007476-01 ESTHER B CLARK S	05/28/2024	11,945.88	PO240588-009	6,913.50	01-6500-0-5750-1180-5100-730	124606
			11,945.88	PO240588-009	2,448.38	01-6500-0-5750-1180-5861-730	124606
			11,945.88	PO240588-009	2,584.00	01-6500-0-5750-1180-5863-730	124606
W-945328	012150-01 FRANCISCA RICO	05/28/2024	1,000.00	PO241007-001	1,000.00	01-2600-0-1110-4000-4300-105	001
W-945329	010723-01 PALO ALTO PREP	05/28/2024	22,268.00	PO240548-008	6,760.00	01-6500-0-5750-1180-5100-730	042424-AA
			22,268.00	PO240548-008	888.00	01-6500-0-5750-1180-5861-730	042424-AA
			22,268.00	PO240808-003	6,084.00	01-6500-0-5760-1180-5100-730	042424-EM

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Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			22,268.00	PO240808-003	888.00	01-6500-0-5750-1180-5861-730	042424-EM
			22,268.00	PO240547-009	6,760.00	01-6500-0-5750-1180-5100-730	042424-XS
			22,268.00	PO240547-009	888.00	01-6500-0-5750-1180-5861-730	042424-XS
W-945330	009508-01 RESOURCE SOLUTIO	05/28/2024	7,132.51	PO240100-029	7,132.51	01-8150-0-0000-8110-4300-780	31066
W-945331	004143-02 RICOH USA INC	05/28/2024	9,088.24	PO240312-013	218.32	01-0000-0-0000-7300-5601-720	9032566703
			9,088.24	PO240312-013	175.04	01-0000-0-0000-2700-5601-107	9032566703
			9,088.24	PO240312-013	176.94	01-0105-0-1310-1000-5601-105	9032566703
			9,088.24	PO240312-013	175.04	01-0103-0-1310-1000-5601-103	9032566703
			9,088.24	PO240218-023	1,834.02	01-0000-0-0000-7300-4300-720	5069369233
			9,088.24	PO240218-023	1,404.24	01-0211-0-1210-1000-4300-211	5069369233
			9,088.24	PO240218-023	247.58	01-0103-0-1210-2700-4300-103	5069369233
			9,088.24	PO240218-023	678.67	01-0101-0-1310-1000-4300-101	5069369233
			9,088.24	PO240218-023	1,128.66	01-0105-0-1210-2700-4300-105	5069369233
			9,088.24	PO240218-023	11.62	01-0107-0-1210-2700-4300-107	5069369233
			9,088.24	PO240218-023	1,789.93	01-0331-0-1210-2700-4300-331	5069369233
			9,088.24	PO240218-024	218.67	01-0103-0-1210-2700-4300-103	5069369226
			9,088.24	PO240218-024	960.95	01-0105-0-1210-2700-4300-105	5069369226
			9,088.24	PO240218-024	68.56	01-0107-0-1210-2700-4300-107	5069369226
W-945332	009092-01 ROSETTA STONE	05/28/2024	1,800.00	PO240908-001	1,800.00	01-0111-0-1110-1000-4300-740-202	RS494119
W-945333	012148-01 SCVAL	05/28/2024	350.00	PO241009-001	350.00	01-9335-0-1110-4200-5800-331	SS0139
W-945334	011089-01 SF FIRE PREVENTI	05/28/2024	1,213.00	PO240139-002	1,213.00	01-8150-0-0000-8110-5603-780	10088
W-945335	011975-01 YOUNGS AUTO PART	05/28/2024	62.23	PO240819-015	62.23	01-8150-0-0000-8110-4300-780	124764-2

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Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
W-945336	009346-01 U S BANK CORP PA	05/28/2024	95.96	PV240764-001	95.96	01-6387-0-1110-1000-5200-331	4246 0446 2279 1
W-945337	000201-01 C.U.S.D. REVOLVI	05/28/2024	3,481.67	PV240788-001	3,481.67	01-0000-0-0000-0000-9565-000	REPLENISH PETTY
W-945338	006312-02 COUNTY OF SAN MA	05/28/2024	8,752.50	PV240786-001	5,232.50	01-0000-0-0000-7400-5810-750	4366
			8,752.50	PV240787-001	3,520.00	01-0000-0-0000-7400-5810-750	4367
W-945339	011715-01 EARTH SYSTEMS	05/28/2024	1,320.00	PV240790-001	1,320.00	21-9711-0-9650-8520-5800-211	847056
W-945340	011427-01 COLBI TECHNOLOGI	05/28/2024	2,185.00	PV240793-001	2,185.00	21-9711-0-9006-8520-5800-000	10895
W-945341	012131-01 AAA FENCE COMPAN	05/28/2024	48,221.10	PO240883-001	48,221.10	21-9711-0-9205-8520-6170-105	2549
W-945342	012053-01 ANDY'S ROOFING C	05/28/2024	10,176.04	PO240270-005	10,176.04	21-9711-0-9201-8520-6200-000	5
W-945343	012054-01 CORE WEST INC	05/28/2024	1,458,044.94	PO240380-011	1,458,044.94	21-9711-0-9645-8520-6200-103	10
W-945344	012129-01 SCHREDER AND BRA	05/28/2024	181,135.55	PO240878-003	181,135.55	21-9711-0-9661-8520-6170-000	3
W-945345	012011-01 SMCSIG-HEALTH CA	05/28/2024	386,180.81	PV240785-001	365,068.48	01-0000-0-0000-0000-9564-000	MAY 2024
			386,180.81	PV240785-001	21,112.33	01-0000-0-0000-0000-9553-000	MAY 2024
W-945346	012076-01 CIS INC	05/28/2024	7,840.00	PV240791-001	3,038.00	21-9711-0-9657-8520-5800-000	2
			7,840.00	PV240792-001	4,802.00	21-9711-0-9657-8520-5800-000	1
W-945347	011438-01 ACSIG	05/28/2024	37,615.14	PV240794-001	33,241.41	01-0000-0-0000-0000-9571-000	20441-APRIL 2024
			37,615.14	PV240795-001	4,373.73	01-0000-0-0000-0000-9572-000	30098994-0390
W-945348	012011-01 SMCSIG-HEALTH CA	05/28/2024	364,244.49	PV240796-001	342,141.92	01-0000-0-0000-0000-9564-000	05/01/2024
			364,244.49	PV240796-001	22,102.57	01-0000-0-0000-0000-9553-000	05/01/2024
W-945349	011744-01 STUDIO W ARCHITE	05/28/2024	79,896.94	PO240880-004	46,282.44	21-9711-0-9658-8520-6210-331	47386
			79,896.94	PO240230-019	16,537.40	21-9711-0-9645-8520-6210-103	47352
			79,896.94	PO240230-020	16,537.40	21-9711-0-9645-8520-6210-103	47270
			79,896.94	PO240230-021	269.85	21-9711-0-9645-8520-6210-103	47271

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Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			79,896.94	PO240230-022	269.85	21-9711-0-9645-8520-6210-103	47353
W-946358	011909-01 ARCADIO'S PRODUC	05/30/2024	251.70	PO240193-033	251.70	13-5466-0-0000-3700-4710-331	308302
W-946359	006946-01 JUAREZ, ADRIANA	05/30/2024	9.29	PV240781-001	9.29	13-5310-0-0000-3700-4300-331	05/15/24
W-946360	004981-01 STRAW HAT PIZZA	05/30/2024	447.68	PO240186-032	447.68	13-5310-0-0000-3700-4710-331	4985
W-946361	005163-01 SYSCO FOOD SERVI	05/30/2024	714.05	PO240183-055	419.14	13-5310-0-0000-3700-4712-331	650554910
			714.05	PO240183-055	294.91	13-5310-0-0000-3700-4710-331	650554910
W-946362	012035-01 ALEJANDRO RICO	05/30/2024	660.00	PO241017-001	660.00	01-0335-0-3250-1000-4300-335	8579
W-946363	005837-01 BIG CREEK LUMBER	05/30/2024	65.19	PO240340-007	65.19	01-6387-0-1110-1000-4300-331	2171920
W-946364	012155-01 BROOKE O'BRIEN	05/30/2024	50.00	PV240797-001	50.00	01-6266-0-1110-1000-5200-105	RI-040824 REIMB.
W-946365	006563-02 CAPITAL ONE TRAD	05/30/2024	1,299.78	PO240062-003	1,299.78	01-8150-0-0000-8110-4300-780	53129532-REISSUE
W-946366	009750-01 CINTAS	05/30/2024	432.88	PO240137-043	61.84	01-8150-0-0000-8110-5603-780	4188776814
			432.88	PO240137-044	61.84	01-8150-0-0000-8110-5603-780	4189499784
			432.88	PO240137-045	61.84	01-8150-0-0000-8110-5603-780	4190230259
			432.88	PO240137-046	61.84	01-8150-0-0000-8110-5603-780	4190934758
			432.88	PO240137-047	61.84	01-8150-0-0000-8110-5603-780	4191626539
			432.88	PO240137-048	61.84	01-8150-0-0000-8110-5603-780	4192384474
			432.88	PO240137-049	61.84	01-8150-0-0000-8110-5603-780	4193088357
W-946367	000583-01 DEPARTMENT OF JU	05/30/2024	343.00	PO240204-007	343.00	01-0000-0-0000-7400-5800-750	732235
W-946368	012118-01 JAY & SUZIE TREX	05/30/2024	1,800.00	PO241012-001	1,800.00	01-9549-0-1110-1000-4300-335	02
W-946369	012151-01 MANTELMOUNT	05/30/2024	982.37	PO240999-001	982.37	21-9711-0-9661-8520-4300-000	23344
W-946370	000550-01 PACIFIC GAS AND	05/30/2024	2,803.28	PO240222-024	2,803.28	01-0000-0-0000-8205-5502-601	5189451218-8/042
W-946371	011849-01 PHILANTHROPIC VE	05/30/2024	3,150.00	PO241022-001	3,150.00	01-6388-0-1110-1000-5200-331	20240521-SFOA

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Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
W-946372	004143-02 RICOH USA INC	05/30/2024	745.34	PO240312-014	218.32	01-0000-0-0000-7300-5601-720	9032464675
			745.34	PO240312-014	175.04	01-0000-0-0000-2700-5601-107	9032464675
			745.34	PO240312-014	176.94	01-0105-0-1310-1000-5601-105	9032464675
			745.34	PO240312-014	175.04	01-0103-0-1310-1000-5601-103	9032464675
W-946373	011160-01 SALCIDO, ASH	05/30/2024	92.46	TC240115-001	92.46	01-6500-0-5750-1190-5200-730	APR24 MILEAGE
W-946374	011989-01 SHRED WORKS INC.	05/30/2024	45.00	PO240329-009	45.00	01-0000-0-0000-7300-5800-720	56124
W-946375	009453-01 SMITH, GAYLE	05/30/2024	100.58	PV240800-001	100.58	01-9400-0-1110-1000-4300-331	042924 REIMB.
W-946376	009453-02 SMITH, GAYLE	05/30/2024	52.86	PO241001-001	52.86	01-7010-0-3800-1000-4300-331	051424 REIMB.
W-946377	009346-01 U S BANK CORP PA	05/30/2024	32.45	PV240784-001	32.45	01-6266-0-1420-2140-4300-740	4246 0446 2279 1
W-946378	012040-01 U.C. REGENTS	05/30/2024	450.00	PO241015-001	450.00	01-6266-0-1110-2140-5200-740	05/28/24 EVENT
W-946379	008938-01 AMAZON CAPITAL S	05/30/2024	109.26	PV240802-001	54.63	13-5310-0-0000-3700-4300-211	117L-NF4G-HMC3
			109.26	PV240802-001	54.63	13-5310-0-0000-3700-4300-331	117L-NF4G-HMC3
W-946380	011909-01 ARCADIO'S PRODUC	05/30/2024	259.50	PO240193-034	259.50	13-5466-0-0000-3700-4710-331	309753
W-946381	008911-01 DAVID'S BAGELS	05/30/2024	132.00	PO240191-060	77.00	13-5310-0-0000-3700-4712-331	40049
			132.00	PO240191-061	55.00	13-5310-0-0000-3700-4712-331	40037
W-946382	009571-01 GOLD STAR FOODS	05/30/2024	1,237.99	PO240188-163	262.32	13-5310-0-0000-3700-4710-331	7525230
			1,237.99	PO240188-164	93.16	13-5310-0-0000-3700-4710-331	7525239
			1,237.99	PO240188-166	59.18	13-5310-0-0000-3700-4710-211	7543567
			1,237.99	PO240188-166	524.74	13-5310-0-0000-3700-4712-211	7543567
			1,237.99	PO240188-168	178.11	13-5310-0-0000-3700-4710-331	7543638
			1,237.99	PO240188-171	104.28	13-5310-0-0000-3700-4712-331	7544105
			1,237.99	PO240188-170	16.20	13-5310-0-0000-3700-4790-331	75548511

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W-946383	004891-01 ORKIN EXTERMINAT	05/30/2024	155.99	PO240196-009	155.99	13-5310-0-0000-8205-5504-331	261821593
W-946384	004981-01 STRAW HAT PIZZA	05/30/2024	447.68	PO240186-033	447.68	13-5310-0-0000-3700-4710-331	4987
W-946385	011589-01 A+ LIVESCAN SERV	05/30/2024	210.00	PO240227-011	210.00	01-0000-0-0000-7400-5800-750	18010A
W-946386	012144-01 BELKORP AG	05/30/2024	254.25	PO241013-001	254.25	01-8150-0-0000-8110-5603-780	973902
W-946387	012073-01 COASTSIDE LAND T	05/30/2024	563.56	PO240465-002	563.56	01-0111-0-1110-1000-5800-740-105	1112
W-946388	008193-01 COMCAST	05/30/2024	46,019.92	PO240274-006	46,019.92	01-0000-0-0000-2421-5902-790	900013440
W-946389	011998-01 EWELL EDUCATIONA	05/30/2024	621.00	PO241002-007	621.00	01-3550-0-3800-1000-5200-331	CA0102-2024-5
W-946390	012151-01 MANTELMOUNT	05/30/2024	2,947.23	PO241000-001	2,947.23	21-9711-0-9645-8520-4300-103	23345
W-946391	011876-01 NELSON, JESSE	05/30/2024	300.00	PO241016-001	300.00	01-9549-0-1110-1000-4300-335	9632
W-946392	008957-02 NORTH COAST REGI	05/30/2024	100.00	PO240987-001	100.00	01-3550-0-3800-1000-5200-331	113187B REISSUE
W-946393	000380-01 ODP BUSINESS SOL	05/30/2024	1,907.18	PV240798-001	51.76	01-0000-0-0000-7400-4300-750	358811192001
			1,907.18	PV240799-001	16.94	01-0000-0-0000-7400-4300-750	358817834001
			1,907.18	PO240994-001	120.94	01-0111-0-1110-1000-4300-211-406	366265628001
			1,907.18	PO240219-021	68.90	01-0000-0-0000-7300-4300-720	366622626001
			1,907.18	PO240219-022	743.01	01-0000-0-0000-7300-4300-720	366966674001
			1,907.18	PO240219-023	23.17	01-0000-0-0000-7300-4300-720	366198604001
			1,907.18	PO240219-024	230.72	01-0000-0-0000-7300-4300-720	366226762001
			1,907.18	PO240219-025	43.01	01-0000-0-0000-7300-4300-720	366226763001
			1,907.18	PO240219-026	149.47	01-0000-0-0000-7300-4300-720	366226764001
			1,907.18	PO240219-019	9.71	01-0000-0-0000-7300-4300-720	360424125001
			1,907.18	PO240219-020	12.79	01-0000-0-0000-7300-4300-720	360439725001
			1,907.18	PO240887-001	360.36	01-0107-0-1210-2700-4300-107	360233728001

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Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			1,907.18	PO240887-002	8.19	01-0107-0-1210-2700-4300-107	360286152001
			1,907.18	PO240887-003	5.48	01-0107-0-1210-2700-4300-107	360286155001
			1,907.18	PO240887-004	14.51	01-0107-0-1210-2700-4300-107	360286157001
			1,907.18	PO240887-005	48.22	01-0107-0-1210-2700-4300-107	360286160001
W-946394	011738-01 POWERSCHOOL GROU	05/30/2024	23,700.00	PO241014-001	18,900.00	01-6266-0-1110-2140-5200-740	INV398528
			23,700.00	PO241018-001	4,800.00	01-6266-0-1110-2421-5800-790	INV396642
W-946395	009675-01 READY REFRESH BY	05/30/2024	558.99	PO240335-006	447.19	01-2600-0-0000-2490-4300-000	14E0034251553
			558.99	PO240335-006	111.80	12-6105-0-0001-1000-4300-100	14E0034251553
W-946396	000105-03 REPUBLIC SERVICE	05/30/2024	474.63	PO240173-026	474.63	01-0000-0-0000-8205-5504-331	0925-001677386
W-946397	008413-01 SSFUSD	05/30/2024	7,417.40	PO240723-001	7,417.40	01-0000-0-0000-7300-5800-720	240032
W-946398	009571-01 GOLD STAR FOODS	05/30/2024	331.15	PO240188-169	19.01	13-5310-0-0000-3700-4790-331	7544109
			331.15	PO240188-167	46.36	13-5310-0-0000-3700-4710-331	2543638
			331.15	PO240188-165	265.78	13-5310-0-0000-3700-4712-211	7512444
W-946399	005432-02 QUILL CORPORATIO	05/30/2024	58.61	PV240801-001	58.61	01-0000-0-0000-7300-4300-720	38560328
W-946400	005163-01 SYSCO FOOD SERVI	05/30/2024	944.00	PO240183-057	731.29	13-5310-0-0000-3700-4712-331	650569701
			944.00	PO240183-057	212.71	13-5310-0-0000-3700-4710-331	650569701
W-946401	010759-02 WEX BANK	05/30/2024	787.25	PO240224-009	787.25	01-7010-0-3800-1000-5200-331	97047873
W-946402	011196-01 INSTITUTE FOR MU	05/30/2024	10,500.00	PO241019-001	10,500.00	01-0111-0-1110-1000-5200-740-201	219379

Warrant/EFT Count: 244 **Total Warrant/EFT Amount:** 4,383,941.97

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
Amber Lee-Alva

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Carmen Daniel
Kimberly Hines
Sophia Layne

MEMORANDUM

MEETING DATE: June 13, 2024
TO: Members of the Governing Board
FROM: J Jesús Contreras, Ed.D., Deputy Superintendent of Business Services
CATEGORY: Consent/Action
ITEM TITLE: Approval of Purchase of Chromebooks to Serve Students and Meet Williams Compliance

BACKGROUND INFORMATION

Cabrillo Unified School District (CUSD) is using electronic content and online instruction. Thus, to meet the provisions of Williams compliance, students need to access all electronic instructional materials. In alignment with Education Code (EC) Section 60119(c)(1), addressing instructional materials sufficiency, the statute reads, ***"The [instructional] materials may be in a digital format as long as each pupil, at a minimum, has and can access the same materials in the class and to take home, as all other pupils in the same class or course in the school district and has the ability to use and access them at home."***

Staff recommends approval of the order to purchase additional Chromebooks to serve students and meet Williams compliance.

FISCAL ANALYSIS

CUSD will purchase additional Chromebooks using State, Federal, and Bond funds as appropriate.

RECOMMENDATION

Approve the purchase of Chromebooks as submitted.

TRAFERA

Bill to
Cabrillo Unified School District
Customer No: 78682
498 Kelly Ave
Half Moon Bay CA 94019
USA

Estimate No: E000120326

Ship to
Cabrillo Unified School District
498 Kelly Ave
Half Moon Bay CA 94019
USA

Quote Details
Created: May 24, 2024
Expiration: June 23, 2024
Created by: Kristie Powell
kristie.powell@trafera.com

Contract
None

Products & Services

Items and Descriptions	Overview	Notes	Qty	Unit Price	Totals
100E G4 CAM MTK MT8186 4G 32G 11" CHROME	Lenovo TopSeller 100e G4 Chrome - 11.6" 1366 x 768 Non-Touch - MediaTek MT8186 (2.00GHz, 256KB) - 4.0GB RAM - 1x32GB eMMC, - Integrated Graphics - MediaTek Wi-Fi 6 MT7921 2x2 AX & Bluetooth 5.1 or above - Camera 720P HD RGB with Microphone - Warranty - 1Y Mailin		300	$229.00	$68,700.00
Google Chrome Management Perpetual EDU	Google Chrome Management Perpetual EDU License		300	$32.00	$9,600.00
Trafera White Glove 300 Units and Above	"Trafera White Glove 300 Units and Above - Pre-enroll Chrome device in Google Apps® domain - Apply custom themes and settings - Complete hardware functionality check - Google Console OU management"		300	$5.00	$1,500.00
Update Chrome OS	"Update Chrome OS - Check for and download Chrome OS updates prior to order shipment"		300	$0.00	$0.00
CA LCD Recycling Fee - Less than 15"	CA LCD Recycling Fee - Less than 15"		300	$4.00	$1,200.00
Trafera Mini Green Packing	"Trafera Mini Green Packing - Go green and reduce the amount of cardboard to recycle - Up to 16 devices bulk-packed in slotted Gaylord-style box - Slotted foam or cardboard dividers"		300	$0.00	$0.00

Subtotal	$81,000.00
Tax	$6,440.63
Total	**$87,440.63**
Net Terms	**N30**

Comments
Freight included, please let me know if you do not have a loading dock or forklift at the delivery address (liftgate fees may apply).

Please email purchase orders to: TeamKristie@trafera.com

Terms and Conditions
This quote is confidential and is to be viewed solely by individuals within the organization to whom it is addressed. Unauthorized distribution or disclosure of the contents of this quote is prohibited. If you are not from the organization addressed, please notify us immediately so we can prepare a quote specific to you. Prices and availability may change without notice prior to the quote expiration date.

Please Remit Checks to:
Trafera LLC
PO Box 208960
Dallas, TX 75320-8960

Questions? Contact me

Kristie Powell
kristie.powell@trafera.com

Trafera
2550 University Ave W, Suite 416 - S
St. Paul MN 55114
United States

CABRILLO UNIFIED SCHOOL DISTRICT

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MEMORANDUM

MEETING DATE: June 13, 2024
TO: Members of the Governing Board
FROM: J Jesús Contreras, Ed., Deputy Superintendent of Business Services
CATEGORY: Consent/Action
ITEM TITLE: Approval of Medi-Cal Administrative Claiming Agreement with Contra Costa County Office of Education (CCOE)

BACKGROUND INFORMATION

The Department of Health Care Services (DHCS) is responsible for administering the California Medical Assistance Program (Medi-Cal) and the School-based Medi-Cal Administrative Activities Program (SMAA) for Local Educational Consortia, Region 4, in accordance with California Welfare and Institutions Code Section 14132.4(c)(1).

Contra Costa County Office of Education (CCOE) has agreed to act as the administrative agency for matters on behalf of the local educational agencies claiming reimbursement of federal monies for Medi-Cal Administrative Activities ("MAA") services in accordance with California Welfare & Institutions Code Section 14132.47.

Staff presents for approval the 2024-25 Medi-Cal Administrative Claiming Agreement with CCOE to optimize reimbursements for the CUSD.

FISCAL ANALYSIS

MAA reimbursements are deposited into the CUSD General Fund.

RECOMMENDATION

Staff recommends approval of the Medi-Cal Administrative Claiming Agreement with CCOE as presented.

Contra Costa County Office of Education

MEDI-CAL ADMINISTRATIVE CLAIMING AGREEMENT

This Agreement is made and entered into this **1st** day of **July, 2024**, by and between the **Cabrillo Unified School District** (hereinafter referred to as "local educational agency" or "LEA") having an address at **498 Kelly Avenue, Half Moon Bay, CA 94019** and the Contra Costa County Office of Education, Region 4 Local Educational Consortium (hereinafter referred to as "LEC") having an address at 77 Santa Barbara Road, Pleasant Hill, CA 94523; (hereinafter referred to individually, the "Party" and collectively, the "Parties").

RECITALS

A. The Department of Health Care Services ("DHCS") is the single State agency responsible for administering the California Medical Assistance Program ("Medi-Cal") and the School-based Medi-Cal Administrative Activities Program ("SMAA") for Local Educational Consortia, Region 4, in accordance with California Welfare and Institutions Code Section 14132.4(c)(1). The catalog of Federal Domestic Assistance ("CFDA") number for this federal program is 93.778, Medical Assistance Program ("Medi-Cal").

B. LEC in accordance with California Welfare and Institutions Code Section 14132.47, subdivision (q)(1), is the agency responsible for coordination of SMAA for the California County Superintendents Educational Services Association ("CCSESA") LEC Region 4.

C. LEC has entered into an Agreement with DHCS to serve LEA with Administrative Services related to School-based Medi-Cal Administrative Activities.

D. Pursuant to the DHCS Contract, LEC has agreed to act as the administrative agency for matters on behalf of the local educational agencies claiming reimbursement of federal monies for Medi-Cal Administrative Activities ("MAA") services in accordance with California Welfare & Institutions Code Section 14132.47.

E. LEA is located within the LEC Region 4 and regularly makes claims under Medi-Cal. LEC and LEA desire to enter into an agreement memorializing the respective obligations of the Parties in connection with the submission of the Medi-Cal invoices to the DHCS for reimbursement from the Federal government.

F. Four regional Local Educational Consortiums formed the Central California SMAA Consortia (hereinafter referred to "CCSC") to share the duties associated with the preparation of quarterly time studies using the RMTS (Random Moment Time Study) methodology. The CCSC is comprised of the following Regional Local Educational Consortiums:

- Region 3 (Sutter County Superintendent of Schools)
- Region 4 (Contra Costa County Office of Education)
- Region 5 (Santa Cruz County Office of Education)
- Region 6 (Stanislaus County Office of Education)

G. While the CCSC will combine Local Educational Consortiums for the purpose of creating a viable sample pool that can create a statistically valid random sample of moments, the claiming units will continue to individually invoice DHCS through their respective Local Educational Consortiums. DHCS will continue to enter into signed agreements with the individual Local Educational Consortiums and not enter into any agreement(s) with any consortia as a whole.

- Each quarter's survey moments will be randomly distributed among the consortia's claiming unit participants. All of the claiming units within the consortia that have satisfied the established participant standards will use the quarter's RMTS results for calculation on their individual invoice to be submitted to DHCS.

NOW, THEREFORE, in consideration of the foregoing Recitals, and the terms and conditions contained herein, the Parties hereby agree as follows:

1. COMMENCEMENT, DURATION AND TERMINATION OF SERVICES

This Agreement shall be effective for twelve (12) consecutive months commencing on **July 1, 2024,** for preparing SMAA claims for LEA on a quarterly basis. The quarters are the three-month periods of July through September, October through December, January through March, and April through June. For new LEAs the first claim shall be submitted for the period October through December quarter, 2024, as the first quarter claim is based on time survey results from the previous three quarters of the prior fiscal year.

The initial term of this Agreement shall be one (1) year commencing as of the date hereof. Thereafter, the term of this Agreement shall automatically renew for successive one (1) year terms unless one Party has provided written notice to the other party at least ninety (90) days in advance of the end of the then existing term that it does not wish to renew the term of this Agreement.

LEA may terminate this agreement, with or without cause, ninety (90) days prior to the beginning of any RMTS applicable quarter as defined above. However, once the LEA has submitted a "Time Study Participant Roster Report" according to the DHCS SMAA manual guidelines and requirements, they may not terminate until the next quarter survey period. The LEA will be responsible for maintaining participation during these quarters. If the LEA terminates on or before July 1st of any fiscal school year, the LEA will be responsible for the LEC fees for the next averaged quarter. Written notice must be sent to LEC and the LEA agrees to pay all LEC fees for services provided by the LEC through the effective date of termination.

2. OPERATING PROCEDURES/SERVICES PROVIDED

LEC shall be responsible for supporting the processing of all those RMTS claims for services rendered by LEA and its employees or agents as incorporated in this agreement as Exhibit A.

A. Services Provided: LEC will provide the following services to LEA's. The LEC shall:

(1) Coordinate, schedule, and provide necessary training to representatives of each LEA according to the DHCS SMAA RMTS requirements.

(2) Review and code all SMAA RMTS "moments", reviewing the moments to ensure they are complete and assist participating LEA's to finalize the "moments".

(3) Process RMTS moments for invoicing.

(4) Give direction to LEA's for gathering necessary audit materials for each claiming unit for each quarter.

(5) Prepare invoices for submittal to the Department of Health Care Services for each participating LEA for each survey quarter.

(6) Provide the LEA a "hard copy" RMTS methodology to capture the moments for those Time Survey Participants (TSP) who cannot access the SSP for completing the assigned moment.

(7) Provide the "tape match percentage" from data submitted by LEA's.

(8) Assist LEAs to prepare for Center for Medicare and Medicaid Services and Department of Health Care Services site reviews and audits.

(9) Perform all aspects of the Random Moment Time Study (RMTS) methodology processing and provide all necessary support, programs and processes for LEA participation.

(10) LEC reserves the right to not certify invoices that do not comply with LEC, State and Federal SMAA requirements.

(11) LEC shall certify to DHCS the amount of LEA general funds or other funds allowed under Federal law and regulation expended on the allowable SMAA activities.

(12) LEC shall be the exclusive service provider for all SMAA Claiming Activities within Region 4 LEC Service Region, including but not limited to the administration of the State-approved time survey methodology, participant training, invoice preparation, program monitoring and audit compliance.

(13) LEC shall delegate certain administrative activities to vendors to assist with the administration of the program.

(14) LEC shall certify to DHCS:

a. The availability and expenditure of funds for all non-Federal share costs of performing Program activities.
b. The expenditures of LEA that represent costs eligible for Federal financial participation in the fiscal year.

(15) Issue reimbursement to LEA on claims approved and paid by DHCS within 45 days of receipt.

(16) Maintain LEC SMAA Audit Binder, pursuant to the State-approved SMAA Claiming Plan.

(17) LEC will act as the liaison between LEA and DHCS.

B. LEA shall provide the following and as incorporated in this agreement as Exhibit A.

(1) Adhere to all timelines established by LEC and DHCS. Submit all forms, documentation, and fiscal data in a manner prescribed by LEC and as required for the successful preparation and submission of SMAA RMTS claims pursuant to California law.

(2) Initially and for every quarter thereafter, provide a list of participants with job titles and standardized work hours or "shifts" as defined for the RMTS System Software

Platform (SSP) uploads and updates.

(3) Yearly and quarterly, provide the LEC approved school calendars and notify the LEC of any changes in the approved school calendar throughout the school year.

(4) Arrange for LEA TSP staff to have access to the SSP Vendor website for moment completion or provide a hard copy version to satisfy the moments.

(5) Arrange for the LEA MAA Coordinator(s) or Designee to attend required training sessions related to the SSP and RMTS methodology and oversees the completion of the RMTS process.

(6) Provide a contact person who shall serve as coordinator for all programmatic and fiscal LEA SMAA RMTS activities.

(7) Notify LEC of any errors and/or omissions in information sent to LEC so that LEC may process a claim adjustment for submission to Medi-Cal.

(8) During each time study quarter, the LEA will be required to maintain a minimum response rate of 85% of the moments assigned the LEA TSP's. If the LEA is unable to maintain a return rate of 85% of valid moments assigned, the LEA will have sanctions applied according to Section 11, SANCTIONS of this agreement.

(9) Federal regulations require that LEA maintain all records in support of allowable MAA activities for a minimum of five (5) fiscal years after the end of the quarter in which the LEC receives reimbursement from DHCS for the expenditures incurred. If an audit is in progress, or is identified as forthcoming, all records relevant to the audit must be retained throughout the audit's duration or final resolution of all audit exceptions, deferrals, and/or disallowances whichever is greater. All records retained must be stored ready-to-review in an Audit file: these files must be available to LEC, State, and Federal reviewers and auditors upon request in accordance with record retention requirements set forth under Title 42 of the Code of Federal Regulations (CFR), Section 433.32. Similarly, the documents that support the construction of a MAA claim must be kept five years after the last claim revision.

(10) LEA will ensure that invoice claims conform to all DHCS requirements at the time such claims are processed.

(11) In the event LEA reimbursement is disallowed after disbursement, the LEA must repay the disallowed amount to DHCS via the LEC and develop a revised invoice for LEC's review and submittal to DHCS. LEC will submit the revised invoice and repayment to DHCS for reconsideration pursuant to California Welfare & Institutions Code Section 14132.47, subsection (k). Should LEC take action to collect disallowed costs not paid by the LEA, the LEA shall reimburse LEC for all costs associated with such action, including, but not limited to any attorney's fees.

(12) The LEA understands and acknowledges that the LEC is not responsible for monitoring, reviewing, or verifying documentation for any coded moment required for the LEA Medi-Cal Billing Option Program (LEA BOP). The LEC is not liable for any exception, State or Federal disallowance related to district service documentation. The LEC is not responsible for any reimbursement or payment of funds to a LEC for participation in the LBOP for any exception, State or Federal disallowance related to direct service documentation. The LEC is not responsible

for any reimbursement or payment of funds to a LEA for participation in the LEA BOP.

3. FEE SCHEDULE

LEA shall pay the LEC a quarterly fee according to the following structure:

1. LEA shall pay to LEC, a fee equivalent to 12% of the SMAA RMTS quarterly invoices paid by the Department of Health Care Services (DHCS) to the LEA. This fee includes the DHCS Participation Fee and all the services outlined above in the agreement. LEA fees will be deducted by the LEC from the DHCS reimbursements prior to disbursement to the LEA.
2. The DHCS administrative fee, including the LEC obligation to DHCS, may be reviewed and/or adjusted on a yearly basis so that the fees collected cover both the LEC and DHCS obligations.
3. LEA acknowledges that, as a result of this fee arrangement, the LEA **will not be entitled** to recover any of the fees charged by the LEC as SMAA reimbursable costs on the LEA invoices.

4. OWNERSHIP OF PROGRAMS AND CONFIDENTIALITY OF REPORTS

All computer hardware supplied by LEC, operating system software, application software, programs, documentation, specifications, tapes, instruction manuals and similar material utilized and/or developed solely by LEC in connection with its systems and all patents, trade secrets, copyrights, trademarks, and other intellectual property rights are, as between LEC and LEA, the sole and exclusive property of LEC. LEA agrees to make no unauthorized use of these materials and systems and to preserve these materials and maintain the confidentiality of any and all of these materials in its possession. All such material developed jointly with LEC and LEA shall remain the property of LEC.

LEC is the licensee of certain software and billing tools including, but not limited to, a website from a third-party contractor ("SSP Vendor"). In an agreement with the Vendor ("SSP Vendor Agreement") LEC, as the licensee, has agreed not to interfere with SSP Vendor's proprietary rights, to maintain the confidentiality of certain information and to restrictions on use of the SSP Vendor's product. LEC shall allow the LEA to use the licensed software and/or tools on the condition that the LEA also agrees to be bound by and comply with the licensee's obligations as set forth in Section 8 of the SSP Vendor Agreement. Section 8 of the SSP Vendor Agreement is attached hereto and incorporated herein as Exhibit "B."

5. CONFIDENTIALITY OF DATA

The Parties agree that, because of the sensitive nature of data and in view of the proprietary nature of medical information, it is essential that all information, data and materials, whether transmitted in hard copy or in electronic media form, be maintained in each Party's confidence. Each Party agrees for itself, its employees, agents and independent contractors, that all information and/or data and/or materials received from the other Party shall be held in confidence to the extent held by law and each Party agrees not to reproduce, disclose, or relinquish any data, information or materials to any party other than an authorized representative of the other Party except as required by law.

The Parties agree that, because of the unique nature of the data and/or information and/or materials to be transmitted that money damages for breach of the foregoing provision shall be

wholly inadequate to fully compensate the aggrieved Party and therefore the aggrieved Party shall be entitled to full temporary and/or permanent injunctive relief against any breach or threat of breach of the foregoing provisions.

6. INPUT DATA

Accurate, complete, and correct data necessary for LEC to perform its services hereunder shall be the sole responsibility of LEA. LEC shall not be responsible for any delays or failure to prepare a claim because of incomplete, inaccurate, or incorrect data provided by LEA.

LEC shall be responsible for the input of all information given to LEC by LEA in a reasonably accurate, complete and correct form provided same is provided to LEC by LEA. Any errors, mistakes or liability in connection with the failure of LEC to input such data, provided such data has been accurately, completely and correctly transmitted to LEC, shall be the sole responsibility of LEC and shall be corrected by LEC.

7. DESIGNATION AND RESPONSIBILITIES OF LEA FOR IT'S AUTHORIZED USERS.

LEA shall designate those employees and other personnel ("Users") who shall be given access to LEC approved SSP website for completion of the RMTS moments. LEA shall ensure that its Users are familiar with and will comply with the terms and conditions for use of the website as set forth in this Agreement. LEA shall be responsible for any unauthorized use by its employees and other personnel. LEA agrees that unauthorized use of passwords issued by LEC or SSP vendor is prohibited. LEA understands that Users and the LEA may be held liable for any unauthorized use and distribution of passwords.

8. LIMITATION OF LIABILITY ARISING FROM DEFAULT IN SERVICES

LEC shall not be liable or deemed to be in default for any delays or failure in performance or non-performance or interruption of service under this agreement resulting from any cause beyond the reasonable control of LEC. LEC's liability, under this agreement, is limited to the amount paid by LEA for the services under this agreement. LEC shall not be liable for any indirect, consequential, or incidental damages arising out of this agreement.

9. WORKERS' COMPENSATION

For the purpose of workers' compensation coverage, LEC shall be the employer and shall bear the responsibility of providing workers' compensation insurance or coverage for any person providing services covered by this Agreement.

10. HOLD HARMLESS AND MUTUAL INDEMNIFICATION

LEC and LEA shall each defend, indemnify, and hold the other Parties and their officials, officers, employees, consultants, subcontractors, volunteers, and agents free and harmless from any and all claims, demands, causes of action, costs, expenses, liability, loss, damage or injury, in law or equity, to property or persons, including wrongful death, to the extent arising out or incident to any negligent acts, omissions, or willful misconduct of the indemnifying Party or its officials, officers, employees, consultants, subcontractors, volunteers, and agents arising out of or in connection with the performance of this Agreement, including without limitation, the payment of consequential damages and attorney's fees and other related costs and expenses.

11. SANCTIONS

The SMAA RMTS methodology requires that the overall pool of moments have at least an 85% return rate of valid moments. If the return rate of valid moments is less than 85%, then all non-returned moments will be coded as non-allowable (Code 1).

To ensure that enough moments are met for the entire pool of moments, the moments assigned each LEA must have a minimum of 85% compliance. If LEA has non-returns greater than 15% of the total moments assigned for a quarter, the claiming unit will receive a warning letter. LEA's Superintendent or equivalent will be copied on all warning letters sent to the LEA Coordinator. If the LEA is in default the next quarter after being warned, they will not be able to participate for the remainder of that fiscal year.

12. GENERAL

A. ENTIRE AGREEMENT - This Agreement constitutes the entire Agreement between the Parties pertaining to the subject matter hereof, and supersedes all prior and contemporaneous agreements and understandings of the Parties in connection therewith.

B. SUCCESSORS - This Agreement shall be binding upon and inure to the benefit of the successors, assigns and legal representatives of the respective Parties hereto. Each Party agrees that there are no third-party beneficiaries to this Agreement except to the extent provided herein. Neither Party may assign this Agreement in whole or in part, without the prior written consent of the non-assigning Party except in connection with the sale of all or substantially all of its assets or outstanding capital stock.

C. SEVERABILITY - In the event that any term or provision of this Agreement is held to be illegal, invalid or unenforceable under the laws, regulations or ordinances of the federal, state or local government, such term or provision shall be deemed severed from this Agreement and the remaining terms and provisions shall remain unaffected thereby.

D. NOTICES - Any notice sent pursuant to this Agreement shall be sent by certified mail to the Parties at their respective addresses.

E. STATE LAW - This Agreement shall be governed by and construed in accordance with the laws of California.

F. ANTI-FRAUD AND ABUSE - Notwithstanding anything to the contrary herein, this Agreement shall be subject to all applicable federal, state and local laws, regulations and directives concerning the Medicare and Medicaid and other medical reimbursement fraud and abuse limitations. To the extent anything contained herein purportedly or actually violates or is challenged as violating any of the above laws, statutes, regulations or interpretations, then the provision in question or this entire Agreement, if necessary, shall be automatically void and of no effect whatsoever.

G. DESCRIPTIVE HEADINGS - The descriptive headings in this Agreement are for convenience and reference only and in no way affect or alter the intent or effect of this Agreement.

H. DEFINITIONS OF SUBRECIPIENTS AND VENDORS – Pursuant to Department of Health Care Services, PPL No. 13-004, dated May 17, 2013, *Notification of Contractual Agreement Language changes to add the Catalog of Federal Domestic Assistance Number 93.778 and Definitions of Subrecipients and Vendors,* attached as Exhibit B and incorporated into this agreement.

I. INTEGRATION – This agreement, including all exhibits and other documents incorporated herein or made applicable by reference, contains the complete and final understanding of the Parties' rights, duties and obligations with respect to the transaction discussed in the agreement and supersedes all prior Contracts, understandings and commitments, whether written or oral.

13. CONTRACTS WITH THIRD PARTY FOR SOFTWARE

A. Pursuant to California Welfare & Institutions Code Section 14132.47, subdivision (d), the LEC may subcontract with one or more third-party vendors for the provision of administrative activities necessary for the proper and efficient administration of the Medi-Cal program. These services may include software and/or tools including, but not limited to, a website, which can be used by LEC and LEA for the collection of data, records and information, for the maintenance of the data, records and information, and for other SMAA RMTS services provided pursuant to this Agreement.

B. LEA understands and acknowledges that the LEC has heretofore entered into a license agreement with a third-party vendor ("Vendor") for the provision of software and/or tools including, but not limited to, a website, which may be utilized by both Parties to transmit and store information in connection with this Agreement. Notwithstanding the foregoing, LEC shall not be in breach of this Agreement in the event that the current Vendor Agreement is terminated for any reason.

C. If LEC enters into another third-party contract for the provision of software and/or tools and that third-party contractor will have access to LEA's student records or be required to maintain the student records of LEA, LEC shall include in the third-party contract the same provisions, or provisions substantially similar to those set forth in Exhibit "C" attached hereto and incorporated herein.

14. WARRANTY LIMITATION

LEC makes no representation or warranties expressed or implied, including, but not limited to, the warranties of merchantability and fitness for a particular purpose, arising by operation of law or otherwise, except as expressly stated herein.

15. LEA GOVERNING BOARD AUTHORIZATION

If applicable, the LEA affirms that this Agreement has been approved by the Governing Board of LEA at its meeting of June 13, 2024- Ratification and that the individual signing on behalf of the LEA below is authorized by the Governing Board to execute this Agreement.

IN WITNESS WHEREOF, the Parties hereto have set their hands and seals the day and year below written.

LEA:	**Cabrillo Unified School District**	**LEC:**	**Contra Costa County Office of Education**
By:	J Jesus Contreras J Jesus Contreras (May 2, 2024 11:41 PDT)	**By:**	Daniela Parasidis (May 2, 2024 11:55 PDT)
Printed Name:	J Jesus Contreras	**Printed Name:**	**Daniela Parasidis**
Title:	CBO	**Title:**	**Deputy Superintendent, Business and Administrative Services**
Date:	May 2, 2024	**Date:**	May 2, 2024

EXHIBIT A – Medi-Cal Administrative Claiming Agreement

Task

	Operating Procedures with LEC as Invoicing facilitator	LEC Coordinator	LEA Coordinator
1.	Evaluate LEA MAA program to ensure appropriate participation	✓	✓
2.	Maintain audit files and store data required to support operational plan		✓
3.	Review audit file/operational plan for quality assurance and compliance	✓	✓
4.	Provide and/or ensure RMTS training for coordinators	✓	
5.	Provide web based RMTS Software System Platform (SSP) for RMTS moment completion	✓	
6.	Provide 100% coding of moments and clarification of moments if necessary	✓	
7.	Provide "Best Practices" - Hard Copy RMTS Moment (if applicable)	✓	✓
8.	Provide LEC an Approved School Calendar annually and every quarter thereafter as changes occur or upon request. Certify calendar in system after it has been entered by LEC		✓
9.	Input LEA Calendar into SSP, update periodically and certify	✓	
10.	Provide LEC a quarterly TSP roster, including staff schedules		✓
11.	Rosters: First period of RMTS implementation: TSP roster, including staff schedules must be uploaded using a template.	✓	
12.	Rosters: All subsequent quarters TSP roster/schedules must be updated quarterly	✓	
13.	LEA/LEC to certify Coding Report	✓	✓
14.	Offer support both programmatically and fiscally	✓	
15.	Supply RMTS results for invoice process	✓	

16.	Generate/provide LEA Medi-Cal percentage (tape match)	✓	
17.	Provide fiscal training, materials and forms	✓	
18.	Review and provide all fiscal data necessary to process RMTS invoice		✓
19.	Ensure TSPs are not 100% Federally Funded and/or 100% paid out of the Indirect Cost Rate (ICR)	✓	✓
20.	Review LEA fiscal data and prepare invoice for reimbursement	✓	
21.	Prepare and submit invoice to DHCS for payment	✓	
22.	Process DHCS invoice reimbursements and send reimbursement payments to LEAs	✓	

EXHIBIT B – Medi-Cal Administrative Claiming Agreement

Revised Contractual Agreement Language for Subrecipients and Vendors in Accordance with the Catalog of Federal Domestic Assistance Number 93.778 for School Based Medi-Cal Administrative Activities Program and Definitions for Subrecipients and Vendors Incorporated into the contract between Contra Costa County Office of Education and Department of Health Care Services.

Definitions

A. The following definitions are applicable to this Contract.

1) "CFDA number" means the number assigned to a federal program in the Catalog of Federal Domestic Assistance (CFDA).

2) "Federal award" means federal financial assistance and federal cost-reimbursement contracts that non-federal entities receive directly from federal awarding agencies or indirectly from pass-through entities. It does not include procurement contracts, under grants or contracts, used to buy goods or services from vendors.

3) "Federal awarding agency" means the federal agency that provides an award directly to the recipient.

4) "Federal program" means all federal awards to a non-federal entity assigned to a single number in the CFDA.

5) "Pass-through entity" means a non-federal entity that provided a federal award to a subrecipient to carry out a federal program.

6) "Recipient" means a non-federal entity that expends federal awards received directly from a federal awarding agency to carry out a federal program.

7) "Subrecipient" means a non-federal entity that expends federal awards received from a pass-through entity to carry out a federal program, but does not include an individual that is a beneficiary of such a program. A subrecipient may also be a recipient of other federal awards directly from a federal awarding agency. Guidance on distinguishing between a subrecipient and a vendor is provided in OMB Circular A-133.

A. "Vendor" means a dealer, distributor, merchant, or other seller providing goods or services that are required for the conduct of a federal program. These goods or services may be for an organization's own use or for the use of beneficiaries of the federal program. Additional guidance on distinguishing between a subrecipient and a vendor is provided in OMB Circular A-133.

B. The definitions in Section 8, Item 8.A. shall be included in all of Contractor's contracts with subrecipients and vendors.

EXHIBIT C – Medi-Cal Administrative Claiming Agreement

PROPRIETARY RIGHTS; PROTECTION OF CONFIDENTIAL INFORMATION; DATA STORAGE.

1.1. Ownership. LEA and LEC acknowledges that PCG owns the System Service, that the System Service is not generally published, and that the System Service embodies the Confidential Information of PCG. All right, title, and interest in and to the System Service, including, without limitation, all copyrights, trade secret rights, and other intellectual property rights pertaining in and to the System Service shall remain vested in PCG and its third-party licensors. PCG acknowledges that LEA and LEC owns all of the data inputted by each LEA and LEC User and any and all reports produced as a result of using the System Service. LEA and LEC acknowledge that PCG shall have the right to aggregate any data input by LEA and LEC Users for PCG's own purposes, but shall not use or disclose personal or individual identifying information.

1.2. Confidentiality Obligations. Each Party agrees that: (i) neither Party will disclose to any third party any of the other Party's Confidential Information except to the receiving Party's employees and contractors with a need to know and who have agreed in writing to confidentiality obligations substantially the same as those set forth herein; (ii) each Party will use the same degree of care it uses to maintain the confidentiality of its own information of similar importance in its possession or control, but in no event less than a reasonable degree of care; and (iii) neither Party will use or authorize the use of Confidential Information for any purpose other than to fulfill such Party's obligations hereunder. Each Party agrees that neither Party will disclose to any third party any of the terms of this Agreement, which will be treated as Confidential Information, except to the receiving Party's employees, contractors, and advisors with a need to know and who have agreed in writing to confidentiality obligations substantially the same as those set forth herein, and neither Party will use the terms of this Agreement for any purpose other than to fulfill such Party's obligations under this Agreement, except as either Party is otherwise required by law. The Parties may modify these obligations through express written agreements.

This section is referenced in Section 13.

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
Amber Lee-Alva

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Carmen Daniel
Kimberly Hines
Sophia Layne

MEMORANDUM

MEETING DATE: June 13, 2024
TO: Members of the Governing Board
FROM: J Jesús Contreras, Ed.D., Deputy Superintendent of Business Services
CATEGORY: Consent/Action
ITEM TITLE: Approve Purchase of Lawnmower to Maintain CUSD Campuses

BACKGROUND INFORMATION

The Cabrillo Unified School District (CUSD) currently serves 2652 students across eight (8) campuses: Half Moon Bay High School; Cunha Middle School; Pilarcitos High School; La Costa Adult School; Hatch Elementary; Farallone View Elementary; El Granada Elementary; Kings Mountain Elementary; and the District Office. The Maintenance and Operations Grounds Team needs to update its old lawnmowing equipment to improve effectiveness and efficiency in serving the CUSD campuses.

FISCAL ANALYSIS

Lawnmower will be purchased with CUSD General Funds.

RECOMMENDATION

Approve the purchase of the lawnmower as submitted.

Q U O T A T I O N

ABBOTT'S PRO-POWER
110 E.LUCHESSA AVE. STE4B
GILROY, CA 95020 USA
Phone #: (408)847-0472
Fax #: (408)847-2783

PHONE #: **(650)712-7100** DATE: **5/7/2024**
CELL #: **(650)638-8460** ORDER #: **115670**
ALT. #: **(650)638-8460** CUSTOMER #: **17168**
P.O.#: **12' TORO WING MOWEI** CP: **JR**
TERMS: **Net 30** LOCATION: **1**
SALES TYPE: **Quote** STATUS: **Active**

BILL TO 17168

CABRILLO UNIFIED SCHOOL DISTRICT
498 Kelly Ave
HALF MOON BAY, CA 94019 US

SHIP TO

CABRILLO UNIFIED SCHOOL DISTRICT
498 Kelly Ave
HALF MOON BAY, CA 94019 US

MFR	PRODUCT NUMBER	DESCRIPTION	QTY	PRICE	NET	TOTAL
TOR	72144	Toro Zmaster 7500D 144" TF RD deck w/ 44hp Yanmar turbo dies	1	$93,332.00	$68,132.36	$68,132.36
****	LABOR	RECYCLER BAFFLES INSTALL - FREE	1	$120.00	$.00	$0.00
****	SHIPPING	Shipping and Destination charge	1	$215.00	$215.00	$215.00

Prices reflected on this quote are valid for 30 days.

Abbott's offers alternative financing thru Synchrony Finance - The sign up and approval process can take less than 15 minutes.

"Special Order" wholegoods are non-returnable.

SUBTOTAL:	**$68,347.36**
TAX:	**$6,217.08**
ORDER TOTAL:	**$74,564.44**

Authorized By: _____

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
Amber Lee-Alva

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Carmen Daniel
Kimberly Hines
Sophia Layne

MEMORANDUM

MEETING DATE: June 13, 2024
TO: Members of the Governing Board
FROM: J Jesús Contreras, Ed.D., Deputy Superintendent of Business Services
CATEGORY: Consent/Information
ITEM TITLE: Selection Process of General Contractor for Phase II Modernization at El Granada Elementary School

BACKGROUND INFORMATION

CUSD issued a Request for Proposals (RFP) to select a construction firm to conduct the modernization of Phase II of El Granada Elementary School. CUSD received and evaluated the proposals submitted to select a construction firm for the project. The evaluation scores and interview processes conducted by the selection committee determined that Rodan Builders, Inc. would be the best general construction firm to carry out the Phase II Modernization of El Granada Elementary School (refer to the proposal). A Lease-Leaseback contract will be negotiated and will be presented in the near future to the CUSD Governing Board for consideration of approval.

FISCAL ANALYSIS

There is no financial impact to the General Fund. Modernization of El Granada Elementary will be financed by the CUSD Bond Program funds.

RECOMMENDATION

Receive proposal and information for selecting a General Contractor for the Modernization of Phase II of El Granada Elementary School.

EL GRANADA ELEMENTARY SCHOOL
MODERNIZATION PHASE 2 PROJECT
RFQ/P #2024-04-11

Response to Request for Qualifications and Proposals for
Lease-Leaseback Construction Services

05.09.2024



Submitted by:

Rodan Builders, Inc.
3486 Investment Blvd., Suite B
Hayward, CA 94545
T | (650) 508-1700
F | (650) 508-1705
www.rodanbuilders.com

HISTORY. Rodan Builders, Inc. is a licensed General Contractor located at 3486 Investment Blvd, Suite B, Hayward, CA. The company was incorporated on December 6, 2004, and began doing business in April 2005. In 2016, Rodan Builders, Inc. expanded its presence and opened an office in Concord, CA and in early 2022 will be opening an office in Davis, CA to service the Sacramento Valley. To date, we have been in business for seventeen (18) years with over 100 employees. Named one of the top ten Best Places to Work in the Bay Area and Silicon Valley for the previous three (4) years, Rodan Builders, Inc. continues to grow into one of the most respected builders in the region.



QUALIFICATIONS. Rodan Builders, Inc. is ideally suited for this project because of our years of work in the public sector, and our investment in staff and crews on K-12 educational projects. We have field crews with expertise and experience to perform demolition, rough carpentry, underground utilities, structural and site concrete, as well as doors/frames/hardware installation which allows us to keep projects moving by driving the schedule forward while providing the highest quality results and ensuring that stakeholder values are all maintained.



A key part of our success is building trust with the district's team as well as maintaining trust with our own team. By focusing on relationships, planning, and looking ahead to see challenges before they appear while working as a team to resolve issues allows us to be proactive rather than reactive. We plan, communicate, and build and we've built our reputation on it. The success of our team and all members of the construction team is the success of the project. Project Success is a safe workplace, work complete on time, and work coordinated to occur seamlessly the functions of an active campus.



Every team member proposed for this project has extensive experience in K-12 construction and our project team has completed numerous projects with extensive site work. We understand how crucial it is to get this project completed on time, and we are proud to have always completed our K-12 educational projects on time for students, staff and community. This experience with K-12 construction, site work and upgrades, and Lease-Leaseback delivery is what makes Rodan Builders, Inc. so uniquely suited to complete this project alongside the Cabrillo Unified School District with success.

PHILOSOPHY. Rodan Builders, Inc. takes a systematic approach to the Lease-Leaseback delivery structure. We research and build an understanding of the project program, the site constraints, specific topography, vehicular and pedestrian circulation paths, as a first step in the process. We review and analyze existing building architecture, the project objectives and delivery schedule. We also find it important to perform valuable site visits to familiarize our team with the site so that the elements of the concept plans that have already been developed can be fully understood. We utilize this information, and work with the design team early in the construction process to actively refine and revise the construction methods needed and to provide project phasing that avoids the surprises that can impact budget and schedule.





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RODAN BUILDERS, INC.



Main Office:
3486 Investment Blvd., Suite B
Hayward, CA 94545
Contact: Dan Oliver

East Bay Office:
4070 Nelson Ave., Suite K
Concord, CA 94520
Contact: Keith Reynolds

Sacramento Valley Office:
1450 Drew Ave., Suite 150
Davis, CA 95618
Contact: Jeff Lovitt

South Bay Office:
2470 Airport Blvd.
San Jose, CA 95110
Contact: Raghu Ayanur

T | 650.508.1700
F | 650.508.1705
W | www.rodanbuilders.com

May 9, 2024

Cabrillo Unified School District
498 Kelly Avenue
Half Moon Bay, CA 94019
Attn: Roger Anchartechaharr
via email: anchartechaharr@cabrillo.k12.ca.us

RE: EL GRANADA ELEMENTARY SCHOOL RFQ/P #2024-04-11

Dear Mr. Anchartechaharr:

Rodan Builders, Inc. is excited to submit the attached response to Request for Statement of Qualifications and Proposals for Lease-Leaseback Construction Services for the El Granada Elementary School Modernization Phase 2 project - RFQ/P #2024-04-11.

Rodan Builders, Inc. is a general contractor specializing in public works projects with over 70% of our project portfolio consisting of DSA school construction. We have our current team from the El Granada Elementary School New Classroom Building C, Portable Classroom and Site Work Project ready to transition to the Phase 2 Modernization project. This team is ready to deliver another outstanding project to the Cabrillo Unified School District.

The team for this project includes:

- Dan Oliver
- Greg Merrill
- Chip Brennand
- Kyle Bell
- Xavier Herrera
- Jim Sample
- Gary Chen
- Ray Holly

With our vast experience within the educational sector, more specifically K-12 educational projects, we have the expertise to complete this project on time and on budget. We have completed numerous Lease-Leaseback projects, as well as Design/Build projects, for Districts throughout Northern California. Our team looks forward to provide CUSD and community with yet another project they are proud of and a space that meets the needs of the growing community. Rodan Builders, Inc. prides ourselves with always exceeding our client's expectations and knowing that, together, we are Building our Future.

Rodan Builders, Inc. received a copy of the District's Site Lease and Facilities Lease ("Agreement") attached at Appendix B to the RFQ/P. Rodan Builders, Inc. has reviewed the indemnity provisions and insurance requirement contained in the Agreement. If give the opportunity to contract with the District, Rodan Builders, Inc. has no objections to the use of the Agreement. Further, Rodan Builders, Inc. certified that no official or employee of the District has an interest, has been employed or retained to solicit or assist in the procuring of the resulting contract(s), nor that any such person will be employed in the performance of any/all contract(s) without immediate divulgence of this fact to the District.

As Project Executive, I will be your single point of contact during the evaluation process and authorized to speak on behalf of Rodan Builders, Inc. My direct contact information is below.

Please do not hesitate to contact me should you have any questions or need any additional information. Thank you for the opportunity to submit our qualifications and proposal, we look forward to the opportunity to continue working with the Cabrillo Unified School District.

Sincerely,
Rodan Builders, Inc.

Dan Oliver | CEO
doliver@rodanbuilders.com (cc: kgiammona@rodanbuilders.com)
M: 650.576.1720

a. FIRM HISTORY







Rodan Builders, Inc. is a licensed General Contractor located at 3486 Investment Blvd., Suite B, in Hayward, California. The company was incorporated on December 6, 2004 and began doing business in April 2005. In 2016, Rodan Builders expanded its presence and opened an office in Concord, CA. In January 2022, our Davis, CA location opened serving the Sacramento Valley and most recently our South Bay Office in San Jose, CA. To date, we have been in business for nineteen (19) years with over 140 employees. Over the last five years, Rodan Builders, Inc. has been named in the top 10 Best Places to Work in the Bay Area and Silicon Valley and in 2022 held the prestigious number one spot in the mid-size company category. Rodan Builders, Inc. continues to grow under the leadership of its partners.

Rodan Builders, Inc. has grown along with the construction economy in California. We've done this by hiring experience field leadership and office project management who have extensive experience in construction throughout northern California. Investing in project engineer interns and graduates from our college partners, as well as apprentice tradespersons from our labor partners we are able to build teams that are ready to hit the ground running on any given project. Having tripled our annual volume over the previous seven (7) years, Rodan Builders, Inc. successfully completes its projects by having experience people for those projects in place at the start of construction. Our blend of experience and new blood allow us to continue to deliver successful projects into the future.

QUALIFICATIONS. Rodan Builders, Inc. is ideally suited for this project as a result of our years of work in the public sector, and our investment in staff and crews on K-12 education facilities. We have a collaborative group of professionals and crafts persons who dedicate every day to meeting and exceeding standards and delivering projects within schedule and budget constraints. Our performance on challenging projects is what sets us apart form our competitors. By engaging stakeholders, developing a thorough understanding of the project, and an in-depth pre-planning process, our goal is to hit the site with momentum and materials approved and ordered. Add that to our field crews and supervisors who regularly self-perform site utility work, structural concrete, and wood frame construction, metal framing and drywall, and selective demolition on our projects, we bring a team that works together from groundbreaking to punch list. Our goal is to deliver outstanding projects on time, every time.

QUALIFICATIONS (Cont'd)

Capabilities and Services

From the pre-construction phase to punch list, we maintain a committed presence on our projects offering the following services:

- Constructability Review
- Estimating
- Schedule Analysis
- Design Assist
- Early Budgeting
- Value Engineering and Analysis
- Community Outreach
- Project Closeout
- Safety Program
- Quality Assurance

Self-Performed Trades

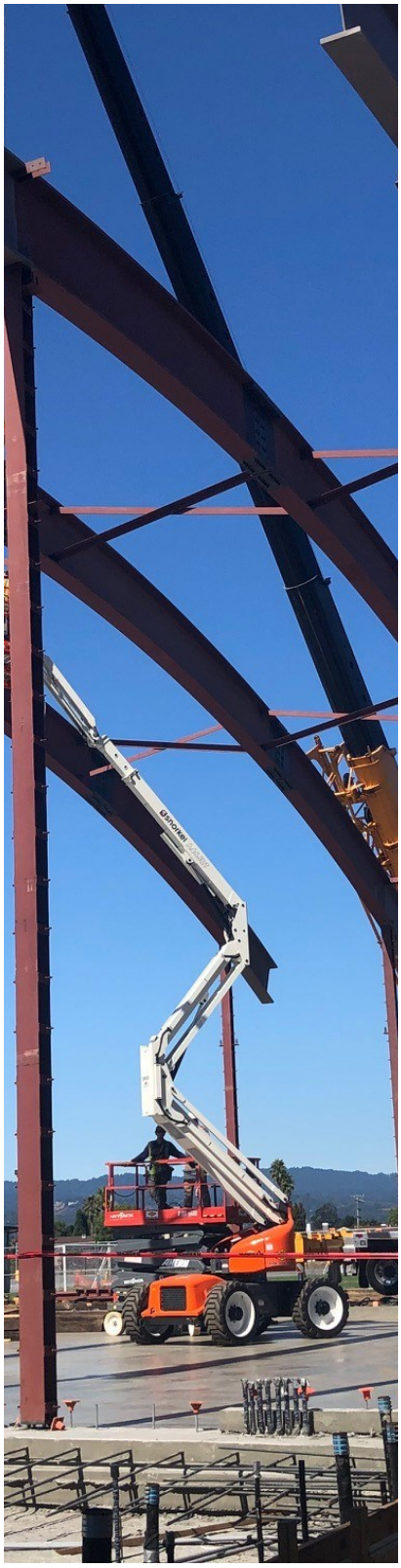
Rodan Builders, Inc. has the capacity and ability to self-perform the following trades, which allows us to better manager and control project schedules:

- Carpentry
- Structural Concrete
- Underground Utilities
- Selective Demolition
- Doors/Frames/Hardware
- Fencing

Awards and Achievements

Rodan Builders, Inc. is proud to be the recipient of the following awards:

- 2018 Project of the Year Award for Structures for $5—$25 Million by the American Public Work Association.
- 2018 SF Collaborative Partnering Award, Honorable Mention on the UCSF Hybrid MRI/IR Project
- Best Places to Work by the SF Business Time and the Silicon Valley Business Journal
  - 2019—6th Place (Small Company)
  - 2020—4th Place (Small Company)
  - 2021—5th Place (Mid Sized Company)
  - 2022—1st Place (Mid Sized Company)
  - 2023—2nd Place (Mid Sized Company)
- CEA Excellence in Safety Awards
  - 2019
  - 2020
  - 2021
  - 2022
  - 2023
- CEA President's Safety Award
  - 2023



CONSTRUCTION PHILOSOPHY. Rodan Builders, Inc. takes a systematic approach to the lease-leaseback delivery structure. We research and build an understanding of the project program, the site constraints, specific topography, vehicular and pedestrian circulation paths, as a first step in the design process. We review and analyze existing building architecture, the project objectives and delivery schedule. We also find it important to perform needed site visits to familiarize our team with the site so that the elements of the concept plans that have already been developed can be fully understood. We utilize this information, and work with the design team early in the construction process to actively refine and revise the construction methods needed and to provide project phasing that avoids the surprises that can impact budget and schedule.

b. ORGANIZATIONAL CHART AND RESUMES

We have built a team of professionals who have the experience and expertise to complete the El Granada Elementary School Modernization Phase 2 Project with great success. Please find individual resumes to follow.

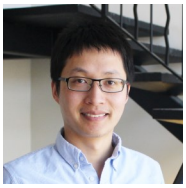
Our proposed team is :



DAN OLIVER
Project Executive



GREG MERRILL*
Sr. Project Manager
Precon Manager



GARY CHEN
Chief Estimator



CHIP BRENNAND*
Project Manager



RAY HOLLY
Safety Officer



XAVIER HERRERA
General Superintendent



KYLE BELL
Project Engineer



JIM SAMPLE*
Superintendent

* Primary Contact to work with District



DAN OLIVER, CHST

CEO / Project Executive

As Project Executive, Dan oversees the project management within Rodan Builders, Inc. Dan has over twenty years of experience managing Public Works projects in the San Francisco Bay Area. He has completed numerous DSA school projects including many Lease-Leaseback and Design/Build projects.

Dan will be involved throughout the entire project from preconstruction to construction completion overseeing all aspects of the project. He will coordinate with the project management team and make sure that the project is being run effectively and efficiently.

Education:
California State University, Chico
Chico, CA
BS Construction Management

Year of Experience:
20+

Certifications:
30-Hour OSHA Certified

Army Corp of Engineering
Construction Quality Mgmt

Cert. Construction Health & Safety
Technical (CHST)

References:
Marilyn Thompson
San Francisco DPW
T: (415) 557-4681

Ben Loewy
San Mateo County Office of Ed
T: (650) 802-5468

Chris Bradley
SVA Architects
T: (510) 267-3180

Select Project Experience:

- **Vietnamese Service Center, San Jose, CA**
  Design-Bid-Build | Contract Amount $42,274,802
  This project includes the construction of a new three-story, 37,000 square foot building that will house multiple agencies and departments that will service the Vietnamese community to allow them to gather and get support services.

- **Centerville Middle School Transformation, Fremont, CA**
  Lease-Leaseback | Contract Amount: $61,158,449
  This project includes the construction of a new 43,000 square foot, two-story classroom/library/administration structure, (4) portable classrooms, and modernization and upgrade of for the entire campus.

- **Bubb Huff and Landels Elementary School new MUR + Portables, Mountain View, CA**
  Lease-Leaseback | Contract Amount $42,862,954
  This project was modernization and new construction on three elementary school campuses. This included the modernization of (60) classrooms, new construction of multi-use rooms on each campus and new libraries on each campus.

- **Abbott Middle School New Gymnasium, San Mateo, CA**
  Design-Bid-Build | Contract Amount $16,593,797
  This project was the ground-up construction of a new gymnasium building and two-story classroom/locker room building. Rodan assisted in pushing the schedule to avoid any impact to school operations. Rodan was able to completed the project successfully while maintaining the schedule.

- **Walters Junior High School Addition of three Classroom Buildings, Fremont, CA**
  Design-Bid-Build | Contract Amount $17,583,800
  This project included the addition of two new two-story classroom buildings and one new single-story classroom building to accommodate the growing student population within an occupied campus.

Additional Projects available upon request



GREG MERRILL

Sr. Project Manager / Preconstruction Manager

Greg has worked on a number of schools projects ranging from $3mil to $62mil in contract amounts. He is dedicated to providing outstanding client services. His attention to detail allows him to excel in construction management, the coordination of subconsultants and complex tasks.

Greg will be involved in the preconstruction and construction phase of the project and will oversee the day to day project management of the project. Greg will also oversee all aspects of the preconstruction services.

Education:
California State University Chico
BS Construction Management

Year of Experience:
7

References:
Mikael Estrada
Greystone West Company
T: (707) 732-1828

Ella Bisconti
Sr. Project Manager
Gilbane Building Company
T: (408) 420-5532
E: sbiscont@gilbaneco.com

Select Project Experience:

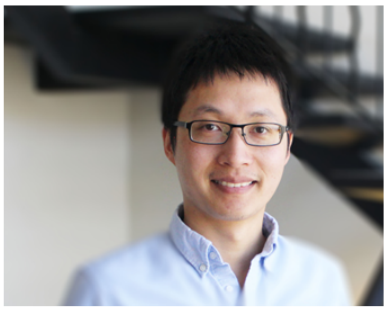
- **Bubb Huff and Landels Elementary School new MUR + Portables, Mountain View, CA**
  Lease-Leaseback | Contract Amount $42,862,954
  This project was the modernization and new construction on 3 elementary school campuses. This included the modernization of (60) classrooms, new construction of Multi-use rooms on each campus and new libraries on each campus.

- **Vietnamese Service Center, San Jose, CA**
  Design-Bid-Build | Contract Amount $42,274,802
  This project includes the construction of a new three-story, 37,000 square foot building that will house multiple agencies and departments that will service the Vietnamese community to allow them to gather and get support services.

- **Stevenson Elementary School New MUR and Library Alterations, Mountain View, CA**
  Design-Bid-Build | Contract Amount $5,199,670
  Construction of a new Multi-Use room building and modernization to convert an existing Board Room and IT Building to new Library with related site work and utilities.

- **Santa Clara Main Jail South Demolition & Temporary Provisions, San Jose, CA**
  Design-Bid-Build | Contract Amount $10,111,258
  This project consists of the demolition of the existing main jail south building including footings and drilled piers and modification of the existing mechanical, plumbing, fire protection, fire alarm and electrical systems while providing temporary provisions including emergency generators and a temporary loading dock.

Additional Projects available upon request



GARY CHEN

Senior Estimator

Gary has eight years experience in construction management working on education, public works, healthcare and transportation projects. His area of expertise includes estimating and value engineering, as well as in the efficient overall management of construction projects.

Gary will be involved in both the preliminary phase and construction phase of the project. Gary will oversee all aspects of budgeting and cost analysis of the project.

Education:
San Jose State University
BS Civil Engineering

Year of Experience:
8

References:
Latha Ramadass
SFMTA, Project Manager
T: (415) 701-5663

Mike Peters
BART, Resident Engineer
T: (510) 287-4975

Select Project Experience:

- **Vietnamese Service Center, San Jose, CA**
  Design-Bid-Build | Contract Amount $42,274,802
  This project includes the construction of a new three-story, 37,000 square foot building that will house multiple agencies and departments that will service the Vietnamese community to allow them to gather and get support services.

- **Centerville Middle School Transformation, Fremont, CA**
  Lease-Leaseback | Contract Amount $61,158,449
  This project includes the construction of a new 43,000 square foot, two-story classroom/library/administration structure, (4) portable classrooms, and modernization and upgrade of for the entire campus.

- **Patterson Elementary School New Classroom Building, Fremont, CA**
  Design/Build | Contract Amount $6,289,496
  This project was the new construction of a two-story component building including (8) standard classrooms with student restrooms.

- **Brookvale Elementary School New Classroom Building, Fremont, CA**
  Design/Build | Contract Amount $6,709,472
  This project was the new construction of a two-story component building including (8) standard classrooms with student restrooms.

- **UCSF 23B Garage Build Out, San Francisco, CA**
  Design-Bid-Build | Contract Amount $4,071,958
  This project was the conversion of an existing ground floor open parking garage structure into administrative office space with a new separate facilities storage area.

Additional Projects available upon request



CHIP BRENNAND

Project Manager

Chip joined Rodan Builders, Inc. in 2014 after graduating from CSU, Chico's Construction Management program. He has extensive experience with OSHPD as well as DSA School construction which brings valuable versatility to our team.

Chip will be involved in the construction phase of the project and will lead and direct the day-to-day project management of the project.

Education:
California State University, Chico
Chico, CA
BS Construction Management

Years of Experience:
10+

Certifications:
OSHA-30 Safety Training

Fluency in English:
Yes

References:
Davyani Agate
RGM Kramer
3230 Monument Way
Concord, CA 94518
T | 925.499.6405
E | Devyani.agate@rgmkramer.com

Anita Gundi
La Clinica De La Raza
PO Box 22210
Oakland, CA 94623
T | 510.755.6802
E | agundi@laclinica.org

Richard Terrones
Dreiling Terrones Architecture
1103 Juanita Avenue
Burlingame, CA 94010
T | 650.696.1200
E | rt@dtbarch.com

Select Project Experience:

- **El Granada ES New Classroom Bldg. C and Site Work, Half Moon Bay, CA**
  Lease-Leaseback | Contract Amount: $18,708,753
  This project includes a new one-story classroom building "C" with covered walkway and related site development work. The new classroom building provides (4) classrooms, (3) specialized classrooms, student breakout spaces, utility spaces, storage, fire riser room, (2) staff restrooms, and a gender neutral restroom. Site and courtyard paving and landscaping for classroom access and student gatherings as well as an exterior platform for the music room.

- **Casa Del Sol Tenant Improvements (La Clinica), Oakland, CA**
  Design-Bid-Build | Contract Amount: $500,000
  This project was the tenant improvements for the Casa Del Sol clinic which included the demolition of non-load bearing partitions and finishes and replacement with new non-load bearing partitions and finishes. The modifications to the mechanical, electrical, and plumbing systems were completed to accommodate the new spaces.

- **Bancroft Middle School Site and Entry Improvements, San Leandro, CA**
  Lease-Leaseback | Contract Amount: $6,800,669
  This project included the development of the site for a new vehicular drop off area including new overflow parking area for visitors and staff, reconfiguration of the existing parking area, path of travel improvements, school entry improvements, new running track, as well as new multi-use sports field area. Interior work included removal and replacement of non-accessible entry doors and the installation of new storefront partition at the lobby.

- **Slater Elementary School New Campus, Mountain View, CA**
  Lease-Leaseback | Contract Amount $14,313,884
  This project included the ground-up construction of a new elementary school campus, including new admin building, library, 2-story classroom building, multi-purpose room, and modular installation. Construction took place on an active campus with occupied classrooms and students nearby.

Additional Projects available upon request



XAVIER HERRERA

General Superintendent

Xavier has been involved in the construction industry for over thirty years making his way through the ranks from carpenter to Superintendent. Xavier joined Rodan Builders as a in 2014 and quickly became a Superintendent. He has extensive experience in K-14 DSA educational projects. Xavier has been a key member of our educational field management team with his strong construction background.

Xavier will oversee all of our field crews. He will provide leadership and coordinate manpower throughout the construction phase of the project.

Education:
Carpenters Certified Apprenticeship
Local 405, San Jose, CA

Year of Experience:
30+

Certifications:
First Aid/CPR/AED

OSHA 10-Hour Certification

Select Project Experience:

- **Silver Creek High School Building K, San Jose, CA**
  Design-Build | Contract Amount $12,500,000
  This design/build project includes a new two-story classroom building with an open concept. Included in the building are (10) classrooms with large windows and/or roll up doors, communal areas, restrooms, and storage spaces.

- **Bubb Huff and Landels Elementary School new MUR + Portables, Mountain View, CA**
  Lease-Leaseback | Contract Amount $42,862,954
  This project was the modernization and new construction on 3 elementary school campuses. This included the modernization of (60) classrooms, new construction of Multi-use rooms on each campus and new libraries on each campus.

- **Abbott Middle School New Campus, San Mateo, CA**
  Design-Bid-Build | Contract Amount $16,593,797
  This project was the ground up construction of a new gymnasium building and 2-story classroom/locker room building. Rodan assisted in pushing the schedule to avoid any impact to school operations. Rodan was able to complete the project successfully while maintaining the schedule.

- **High School Theater Equipment Improvements, San Jose, CA**
  Design-Bid-Build | Contract Amount $6,110,327
  This project was the upgrade and modernization of theaters on five high school campuses within the San Jose Unified School District. Upgrades include AV/ Sound equipment, lighting, projectors, and theatrical equipment.

- **Cupertino Public Library Expansion, Cupertino, CA**
  Design/Build | Contract Amount $6,476,168
  This project is the expansion of the existing Cupertino Public Library. An addition of a two-story,5,626sf, space to include Multi-use room, restrooms, classroom space, and community spaces. Construction to be completed on a an active and occupied building.

Additional Projects available upon request



JIM SAMPLE

Project Superintendent

Jim has been involved in the construction industry for over thirty five years. He has worked on many project during his career ranging from schools to hospitals to water treatment plants. Jim has worked in all capacities of the construction industry—from Carpenter to working his way up to Carpenter Foreman to Quality Control and ultimately Project Superintendent.

Jim will be responsible for leading, directing, and coordinating the work of subcontractors and/or Rodan trade labor. He will oversee delivery schedules, quality of work performed, ensuring adherence to budget and schedule of the project.

Education:
Carpenters Certified Apprenticeship

Years of Experience:
35+

Affiliations:
Carpenters Union Local 217
Foster City, CA

Certifications:
First Aid/CPR/AED

OSHA 10-Hour Safety Certification

Select Project Experience:

- **El Granada ES New Classroom Bldg. C and Site Work, Half Moon Bay, CA** L
  Lease-Leaseback | Contract Amount: $18,708,753
  This project includes a new one-story classroom building "C" with covered walkway and related site development work. The new classroom building provides (4) classrooms, (3) specialized classrooms, student breakout spaces, utility spaces, storage, fire riser room, (2) staff restrooms, and a gender neutral restroom. Site and courtyard paving and landscaping for classroom access and student gatherings as well as an exterior platform for the music room.

- **Bowditch Middle School New Drama & Science Building, San Mateo, CA**
  Design-Bid-Build | Contract Amount: $15,908,000
  This project for San Mateo Foster City School District includes the new construction of a drama building, science building and related site work, tow new fire hydrants and walkway canopies to connect the new buildings with the existing campus.

- **West Valley College Softball Complex, Saratoga, CA**
  Design-Bid-Build | Contract Amount: $7,742,000
  This project included upgrades to the campus's softball complex including new dugouts, spectator seating, restrooms, press box, storage, batting cages, entry trellis, and two (2) softball fields. The sitework for the project included new synthetic turf, hardscape/landscape, clay fines and subgrade preparation.

- **Bayside Academy New Gymnasium, San Mateo, CA**
  Design-Bid-Build | Contract Amount $10,100,768
  This project included the ground up construction of a 13,840sf gymnasium constructed with steel frame construction and wood infill on a floating foundation. The project also included new locker rooms, restrooms, and lobby.

Additional projects available upon request.



RAY HOLLY

Safety Officer

Ray Holly has over 30 years of experience and brings to the project a vast knowledge of construction and safety practices. Ray conducts safety training and has managed safety programs on projects of varying types and sizes.

Ray will be involved in the construction phase of the project and will provide safety training and ensure the jobsite is maintaining safe practices while adhering to our safety program.

Education:
San Diego City College
San Diego, CA

Years of Experience:
30+

Years with Rodan Builders, Inc.:
8

Licenses/Certifications:
OSHA 30-Hr Construction Safety for Supervisors

Adult First Aid/CPR/AED for Instructors
American Red Cross

IVES Mobile Equipment Trainer Certification

References:
Jeremy Milton
Concrete Services
T: (916) 416-2312

Select Project Experience:

- **Centerville Middle School Transformation Project,** Fremont, CA
- **Evergreen Valley High School Cougar Hall Modernization,** San Jose, CA
- **Silver Creek High School New Classroom Building**, San Jose, CA
- **Cupertino Library Expansion,** Cupertino, CA
- **Hertz Hall Complex TI and Repair Project,** Livermore, CA
- **Abbott Middle School Gymnasium,** San Mateo, CA
- **Bubb Huff and Landels Campus Modernization**, Mountain View, CA
- **Vietnamese American Service Center,** San Jose, CA
- **Borel Middle School Site Work,** San Mateo, CA
- **American High School HVAC Upgrade,** Fremont, CA
- **Clarendon Elementary School,** San Francisco, CA
- **Capuchino High School Science Building**, San Bruno, CA
- **Washington High School New Science Building,** Fremont, CA
- **Skyline College Building 19,** San Bruno, CA
- **UCSF Building 23B Parking Garage Build Out**, San Francisco
- **Albany Middle School Annex Building,** Albany, CA
- **Stevenson Elementary School New MUR and Library,** Mountain View, CA
- **Slater Elementary School,** Mountain View, CA
- **San Jose International Airport FIS Improvements**, San Jose, CA
- **Walters Junior High School New Classroom Building,** Fremont, CA
- **Bayview Academy New Gymnasium,** San Mateo, CA

Additional Projects available upon request



KYLE BELL

Project Engineer

Kyle joined Rodan Builders Inc. full time in 2021 upon graduating from California State University, Chico. During the Summer of 2021, Kyle joined our team as a Intern Project Engineer and quickly became a valued member of our team bringing his knowledge from his previous internship experiences.

Kyle will be involved in the coordination of subcontractors and will be responsible for maintaining accurate and thorough project records including, but not limited to, tracking RFIs, submittal, ASIs and As-Built drawings.

Education:
BS Construction Management
California State University, Chico

Certifications:
OSHA-10 Safety Certified

Fork Lift Operating Certified

CPR Certified

Click Safety Certified

Select Project Experience:

- **El Granada ES New Classroom Bldg. C and Site Work, Half Moon Bay, CA** L
  Lease-Leaseback | Contract Amount: $18,708,753
  This project includes a new one-story classroom building "C" with covered walkway and related site development work. The new classroom building provides (4) classrooms, (3) specialized classrooms, student breakout spaces, utility spaces, storage, fire riser room, (2) staff restrooms, and a gender neutral restroom. Site and courtyard paving and landscaping for classroom access and student gatherings as well as an exterior platform for the music room.
- **Bancroft Middle School Site and Entry Improvements, San Leandro, CA**
  Lease-Leaseback | Contract Amount: $6,800,669
  This project includes the exterior development of parking areas, exterior athletic facilities, and site improvements. Interior entry including new storefront and canopy.
- **Oceana High School Science Classroom Remodel and ADA Upgrades, Pacifica, CA**
  Design-Bid-Build | Contract Amount: $1,929,277
  This project included alterations to an existing science classroom including remodeling of an existing prep room, upgrades to accessible restrooms, addition of an accessible drinking fountain and the upgrades to the existing path of travel.
- **Commodore School Outdoor Classroom, San Bruno, CA**
  Design-Bid-Build | Contract Amount: $2,995,000
  This project was a new outdoor classroom and play area including basketball court, ADA compliant student garden and installation of exercise and play equipment. Also included new parking layout, ADA parking and drop off as well as new trash enclosure.
- **George Hall Multi Purpose Building and Site Work, San Mateo, CA**
  Design-Bid-Build |Contract Amount: $8,258,142
  This project including the construction of a multipurpose building with servery, warming kitchen, restrooms, small instruction classroom and support spaces. Site improvements included addition of a covered walk, trash enclosure with paving and access modifications, landscaping and hardscape. The installation of a pre-approved shade structure was also included in this project.

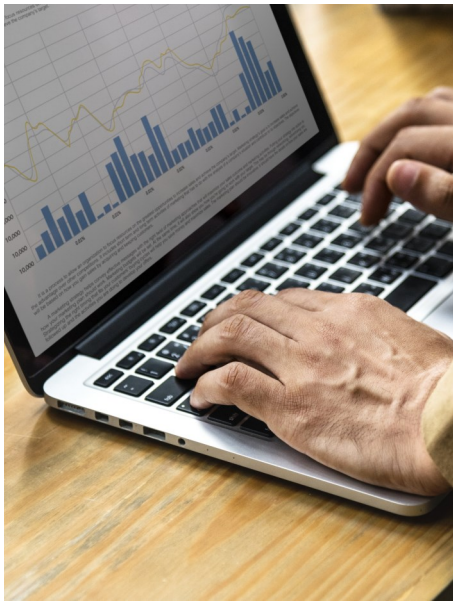
c. TECHNICAL COMPETENCE

Rodan Builders, Inc.'s staff is a dedicated group of experienced professionals working together to complete our projects on time, on budget, with attention to detail and the highest standard of safety. Our team of project managers, estimators and superintendents have come to Rodan Builders, Inc. with a wide range of experience from varying fields including education, public works infrastructure, and healthcare. The foundation is a hard-working group that values the importance of a united group effort, collaborative thinking and respect for the perspectives that all parties bring to the table.

Our field team members are experts in construction and are dedicated to their chosen trades. Our Superintendents are highly trained with many years of experience. They work closely with our Foremen to coordinate the work our forces and subcontractors in the efficient means possible. We are signatory to the Carpenters, Laborers and Operating Engineers, assuring the project that we have trained, skilled and dedicated industry crafts men and women ready to complete the work in the field.

The use of technology is integrated into our practice to promote connectivity and effective communication. Industry tools developed for construction have been a key driver of our success on past project and the following tools are planned for us on this project.

BID MANAGEMENT. The wider we can cast our net for bids, the better the results. As such, we have turned to BuildingConnected to manage the electronic bid notifications to subcontractors, offer access and communicate for all plans, specifications, and addenda. Using BuildingConnected, we establish the bid packages, communicate back and forth with subs to get pre-bid questions answered, level bids, and ultimately choose the best subcontractors for the project. BuildingConnected is an industry leading software solution that allows us to provide drawings at a click of the button and provides access to hundreds of subcontractors and suppliers in the area.



LEAN CONSTRUCTION AND PULL PLANNING. We propose the use of lean construction and pull planning methods during the project planning stages to engage from subcontractors so that we can minimize impacts to the site during construction, given the large portion of the site in which improvements are needed. This is expected to result in more efficient construction schedule and yield quicker delivery of key project goals in a sequence that offers the owner the greatest value for the work in place.

PROJECT MANAGEMENT SOFTWARE. Rodan Builders, Inc. will use Procore for this project. An industry standard, Procore keeps everyone one our team connected. We are able to manage the contract, submittal and RFI processes from anywhere, be it home office, field trailer, or within the building on the site. Using a desktop, laptop or mobile device, we can communicate an RFI concern with a photo and plan reference at a glance to the members of our team and/or to the members of the design team. This speeds the process, allowing for quicker and simpler solutions. Procore will also be used on this project by our team to complete our requirements for project documentation in the form of daily reports, labor counts, work descriptions, weather notifications, photo documentation, and collection of the construction documents in one place.

d. VOLUME OF CONSTRUCTION

Rodan Builders, Inc. is a leader in the public work construction field in Northern California, our success is attributed to the teams we have working on projects like this one. That experience has translated into a reputation for being a project-oriented contractor, building leaning centered structures that have long lasting impacts to students and their communities.

Rodan Builders, Inc. volume of construction for the past (3) years is as follows:

- 2021 | $102,950,420.00
- 2022 | $123,903,284.00
- 2023 | $139,477,723.00

e. AVAILABLITY AND RESOURCES



Rodan Builders, Inc. has the capacity, availability, and the resources to immediately begin this project. We are perfectly suited to this project and have a team in place with the experience ready to complete this project for the district. With over 100 field crew members including (4) underground crews, carpenters, and laborers we are able to staff your project without any limitations.

Our General Superintendent in charge of construction operations will work closely with the Site Superintendent to come up with the plan for how manpower will be allocated to the project and which key players will be needed to run specific crews and types of work. They will look at how much time in advance they need to begin looking at the drawings, working through issues, doing coordination studies, and reaching out to vendors for material commitments. Our General Superintendent is a 30-year veteran of the industry. In addition, we have steadily brought on new Superintendents with little to no turnover in staff. The consistency from project to project is what has allowed Rodan Builders, Inc. to continue to refine our systems and to increase our capability.

f. FINANCIAL RESOURCES, BONDING CAPACITY, INSURANCE COVERAGE

Please see the Appendix for copies of the following:

- Letter from California Bank of Commerce demonstrating Rodan Builders, Inc.'s financial standing.
- Letter of Bondability for $200.0 million single job and $300.0 million aggregate.
- A statement from our insurance company regarding our ability to maintain adequate insurance as required can be found in the Insurance section of this RFQ/P. Additionally, a copy of our current Certificate of Liability Insurance is provided in the Appendix Section.

g. CLAIMS STATEMENT

Rodan Builders, Inc. is proud to have had no formal claims or lawsuits initiated within the last five (5) years.

h. CONTRACTORS LICENSE

Rodan Builders, Inc. holds a current and valid Contractor License under the State of California Contractor State License Board. Our license remains in good standing order and has not been suspended or revoked in the past five (5) years.

License Holder:	Rodan Builders, Inc.
License Classification:	A—General Engineering Contractor B—General Building Contractor C-13—Fencing C-21—Building Moving, Demolition
License Number:	858119
Date Issued:	April 29, 2005
Expiration Date:	April 30, 2025



i. SIGNATORY STATUS

Rodan Builders, Inc. is signatory to the following labor agreements:

- Carpenters
- Laborers
- Operating Engineers

j. LOCATION

Rodan Builders, Inc. has four locations in Northern California:

- **Main Office: 3486 Investment Blvd., Suite B, Hayward, CA 94545**
- East Bay Office: 4070 Nelson Ave., Suite K, Concord, CA 94520
- Sacramento Valley Office: 1450 Drew Ave., Suite 150, Davis, CA 95618
- South Bay Office: 2470 Airport Blvd., San Jose, CA 95110

The nearest local office is our main office which will also be the location this project will be serviced.

k. CERTIFICATE OF INSURANCE

Rodan Builders, Inc. is currently insured with the following coverage (please see Appendix Section for current COI): Commercial General Liability Coverage of $1,000,000 per occurrence/$2,000,000 aggregate. Should we be awarded the El Granada Elementary School Phase 2 project, Rodan Builders, Inc. will provide a certificate of insurance that will meet your requirement.

l. NON-COLLUSION DECLARATION

Please see Appendix Section for signed Non-Collusion Declaration.

m. IRAN CONTRACTING ACT CERTIFICATION

Please see Appendix Section for signed Iran Contracting Act Certification.

n. OFF-ROAD DIESEL-FUELED FLEET CERTIFICATION

Please see Appendix Section for signed Off-Road Diesel-Fueled Fleet Certification.

a. TECHNICAL AND MANAGERIAL APPROACH

As a company we have performed numerous school modernizations under the Lease-Leaseback contract model, and thus bring a level of expertise to maximize the preconstruction opportunities that this contract model offers. of our first objectives would be to perform extensive site investigations (off-hours) and provide our findings to the District and design team to mitigate as many unforeseen conditions as possible. We will also work with the District to identify long lead items and work through potential avenues of early procurement to avoid unnecessary delays.



Our understanding is that this project is slated for summer of 2025 construction start. If awarded, our team is ready to jump in and quickly start working on constructability reviews, project GMP packages, phasing & scheduling to break ground this summer. Based on our past experience with similar projects, our ability to self-perform concrete & wood framing, and our project team proximity to this site we believe we are the best suited contractor for this project.

Having completed works on hundreds of school projects, the work becomes secondary. The primary task of our management team is the understanding that how we perform the work on an active site, with clear planning for the different phases of the project, traffic flows, logistics, quality control, site setup and laydown, dust control, and safety planning are the most important aspects of creating a successful project for us at Rodan. We will work with the construction team to lead and develop a construction plan that minimizes impacts and provides a safe work site and safe school during construction. This is the single most important piece of the project, because by starting with the plan we unearth all of the challenges early in the project, come up with the options at our disposal and then apply in the most effective ways to be able to construct efficiently. Working together, we can achieve the most successful outcome.

b. SKILLED AND TRAINED WORKFORCE

As mentioned, Rodan Builders, Inc. is signatory to the Carpenters, Operating Engineers, and Laborers unions. We understand the importance of hiring and utilizing a quality workforce that has gone through an apprenticeship program. We also have experience tracking compliance for skilled and trained workforce from our past Lease-Leaseback and Design/Build projects. We have reviewed the District's report form template and have no issues complying with them during the course of construction.

c. LOCAL SUBCONTRACTING

With our main office located in Hayward, CA (previously Burlingame, CA) we are very well connected with local subcontractors in the area who specialize in K-12 construction. All efforts will also be made on bid advertisements to ensure we are reaching as many qualified and local subcontractors as possible. We have a core team of employees who reside locally in Half Moon Bay that we would intend to staff on this project.

d. CONSTRUCTION MEANS AND METHODS

Since Phase 2 consists of modernization of the four existing classroom buildings and associated site work, we see the potential to start work during the summer of 2025 while we are wrapping up the El Granada Phase 1 project. Doing this will allow us a jump start on getting the multipurpose building and building D scopes completed during the summer of 2025 as well as the new roof on building K prior to students returning to campus. We also would plan on getting our site utilities trenched and in place allowing us to focus on the new landscaping and site work during the following summer. Having the multipurpose and building completed in summer of 2025, this would allow the campus to maintain fluidity and be the least impactful to student life and learning. If awarded this project, we will work closely with the District to coordinate logistics, temporary facilities, and phasing plans to ensure transparency between all parties involved. We believe communication is a key value to the project success and will ensure that all of our work is clearly outlined.

Rodan Builders, Inc. typically breaks down the project into four (4) phases:

PRE-CONSTRUCTION / DESIGN PHASE. Our goal during this phase would be to bring a collaborative team to assist in constructability review of the project, putting together a preliminary cost estimate for the project, create a list of potential value engineering ideas, create a master preliminary schedule, and create packages to bid out to subcontractors.

BID PHASE. We would solicit though BuildingConnected, emails, advertisements, and follow up phone calls to several subcontractors for each trade package with the goal to receive at lease three (3) quotes for each trade package. We have an extensive database as well as reputation with our subcontractors as evidence by our zero claims history. We will set up non-mandatory site walks, assist in answering questions during the bid phase, accept all bid proposals and provide an open book review of the cost estimate and subcontractor quotes.

CONSTRUCTION PHASE. Rodan Builders, Inc. will assign the following staff:
Full Time—Superintendent
Full Time—Project Engineer
40% Time—Project Manager

We would assume full responsibility of site management from master schedule, 3-week schedules, review of subcontractor invoices, daily quality control. site safety, with a strong focus on working collaboratively with the site to assure that there is minimal to no impact to the school's educational services. We use Procore for all of our day to day management of documents, drawings, specifications, RFIs, submittals, and daily reports. We use GCPay to support subcontractor invoicing and billing, maintaining control over all needed compliance documents so that payments can be made on time.

d. CONSTRUCTION MEANS AND METHODS (Cont'd)



The project will be run in the field by the site Superintendent, as a team with our office based Project Manager. They will both be supported by Foremen in the field and a Project Engineer on the job to make sure that submittal documents are knocked out in the beginning and then distributed to the array of subcontractors. We get submittals done promptly in the beginning of the project so that materials are ordered on time, and potential conflicts are determined early without impact to the schedule.

CLOSEOUT PHASE. All construction documents are tracked on Procore and near the end of the project, all closeout documentation (including as-builts, warranties, and Operation & Maintenance Manuals) is ready for turnover to the design team and owner for review. Our internal punch list items are compiled, distributed, and completed before we get to substantial completion in an effort to make sure that any items that the design team might identify are minimal and can be addressed quickly. The management team remains on site until the final punch list item has been signed off. During preconstruction services, collaboration between ourselves and the design team and owner are key to fast tracking project success.

Our goal during preconstruction is to provide input on sequencing/phasing, confirm scope and budget by reaching out to subcontractor partners, and provide Value Engineering options where applicable. This could be review of exterior finish materials and alternate materials, or alternate concrete/paving for the sitework around the building. We would look at the routing of utilities, routing of interior piping, and ductwork to make sure that clashes are avoided and unnecessary duct/pipe and structures are avoided.

Regarding constructability review, Rodan Builders, Inc. is committed to dedicating a team (estimator/project manager/superintendent) to review plans and specifications during the Design Development and Construction Drawing phases. A formal report will be written for each phase documenting potential conflicts and value engineering opportunities. Special attention is given to the inner-relationship between the design disciplines to make certain that all aspects of the work are shown such that gaps are avoided, and so that items are not doubled up where work of the respective disciplines connect together to make a successful project. Rodan Builder, Inc. self-performs site utilities, structural concrete, and wood framing. We are knowledgeable with details associated with these trades which can improve construction schedule and budget.

In summary, our team will go to great lengths to ensure our clients can meet their project delivery schedules and budgets. Should unforeseen changes arise, we have experience, multidisciplinary project teams that can quickly address, evaluate, and coordinate a response with the district to minimize impacts to costs and schedule. These approaches could include value engineering or more intensive resource-loading depending on the specific circumstance, and the district can expect timely, transparent, and professional communication with the project team as we work for on -time and on-budget project delivery.

e. PROPOSED PRECONSTRUCTION COST

As show in our cost summary, we are proposing a preconstruction lump sum cost of $8,000.00. The value of this preconstruction agreement will be used for extensive site investigations, design constructability reviews, cost estimating, and value engineering exercises. We pride ourselves on our preconstruction efforts, finding and mitigating unforeseen obstacles, and welcome you to reach out to our references for past experiences.

f. DETAILED DISCUSSION OF COSTS

In accordance with the request of the RFQ/P, the proposed fees are based on total general conditions that are based on a 15-month construction duration starting in Summer 2025 and completing by August 2026. The general conditions reflect a full time Superintendent. Project Manager is designated at 40% of the project time and will be supported by a Project Engineer full time located in the field. This level of management will be key to kicking off the project and helping to provide the support needed in the beginning to get subcontracts out to subcontractors, review constructability issues, complete submittals and log all procurement items to fit into the schedule of the project. We will utilize CPM scheduling and pull planning, with owner and subcontractor input to create an accurate schedule from the start. This will allow us to track critical tasks and focus on reducing their impact on the completion date. In addition, it's important throughout the project to be able to keep up with and ore so to anticipate issues with investigation, coordination, and use of the RFI process to get answers to questions in a way that allows the project to continue efficiently and safely. We will follow our quality assurance and control procedures to ensure work is completed correctly the first time and all work meets or exceeds the project requirements. Our management team will carefully plan pedestrian walkways, material deliveries, entrances, exits, and time window for deliveries to avoid impacting the students and faculty programs.

Insurance, combining General Liability, Builders Risk, and Contractors Performance and Payment Bonds are proposed in the amount of 2.65%. Our low EMR rate and history of completing work on time and on budget allows us to provide this combined rate for this project. The margin is proposed at 3.25% reflecting what we feel is a fair markup in the current marketplace.



Garfield Community School, Menlo Park, CA

K-12 PUBLIC SCHOOL IN CALIFORNIA WITH CONTRACT VALUE OVER $18.0M

Rodan Builders, Inc. has extensive experience in K-12 DSA Construction.
Please find project sheets included in the Appendix Section.

PROJECT	LOCATION	CONTRACT AMOUNT	DELIVERY METHOD
Centerville Middle School Campus Transformation	Fremont, CA	$66,797,476	Lease-Leaseback
Clarendon Elementary School Modernization	San Francisco, CA	$19,555,619	Design-Bid-Build
Walters Junior High School New Classroom Buildings	Fremont, CA	$19,225,031	Design-Bid-Build
Kennedy High School Campus Alterations Project	Fremont, CA	$31,119,000	Design-Bid-Build
Bowditch Middle School	Foster City, CA	$42,700,000	Design-Bid-Build

a. Failure to enter into a contract once selected | NO
b. Withdrawal of a proposal or bid as a result of an error | NO
c. Termination or failure to complete a contact | NO
d. Debarment by any municipal, county, state, federal, or local agency | NO
e. Involvement in litigation, arbitration, or mediation, whether concluded or ongoing | NO
f. Conviction of the Respondent or its principals for violating any state or federal antitrust laws by bid or proposal rigging, collusion, or restrictive competition between bidders or proposers, or conviction of any other federal or state law related to bidding or performance of services | NO
g. Knowing concealment of any deficiency in the performance of a prior contract | NO
h. Falsification of information or submission of deceptive or fraudulent statement in connection with a contract | NO
i. Willful disregard for applicable rules, laws, or regulations | NO
j. Failure to disclose information regarding any of the above may be deemed to indicate an unsatisfactory record of performance. Information regarding any of the above may be considered in determining the suitability of Respondent to perform the needed services | UNDERSTOOD



Albany Middle School Annex, Albany, CA

SERVICE / ITEM	FEE / PERCENTAGE
Preconstruction Services Cost	$8,000.00
Fee (Including Profit & Overhead)	3.25%
General Conditions Cost	$763,010
Bonds and Insurance Percentage Bonds—0.85%, Insurance (GL + BR) - 1:00%	2.65%
Construction Contingency	0%
Allowances	N/A



American High School, Fremont, CA

Gallagher

Insurance | Risk Management | Consulting

April 30, 2024

Cabrillo Unified School District
498 Kelly Avenue
Half Moon Bay CA 94019

RE: RFQ/P LLB El Granada Elementary School Modernization Phase 2

To Whom It May Concern:
As the insurance brokers for Rodan Builders, Inc. this letter is to confirm that we hav e reviewed the insurance requirements in the prequalification packet and Rodan Builders, Inc. can meet these requirements. If you have any questions regarding the above, please feel free to contact us.

Regards,

Piroz Tahriri

Piroz Tahriri
Client Service Associate
Gallagher Construction Services
408-878-3822

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Rodan Builders, Inc. acknowledges and confirms that it will be willing and able to perform the following items, as detailed in the Cabrillo Unified School District, Lease-Leaseback Construction Services EL GRANADA ELEMENTARY SCHOOL RFQ/P #2024-04-11for the El Granada Elementary School Modernization Phase 2 Project.

PRECONSTRUCTION SERVICES

- Site Evaluation
- Plan Review
- Pre-Construction Meetings
- Value Engineering
- Detailed Construction CPM Schedule
- Preliminary and Detailed Estimates
- Construction Planning
- Other Services reasonable and necessary to control the budget and schedule

CONSTRUCTION SERVICES

- Project Accounting and Management Systems
- General Conditions
- Management of Project
- Trade Contractors







Albany Middle School Annex, Albany, CA

Rodan Builders, Inc. has reviewed the Agreement attached to EL GRANADA ELEMENTARY SCHOOL RFQ/P #2024-04-11 as Appendix B.

Rodan Builders, Inc. has no objections to the use of the standard agreement and does not wish to modify, delete, or add any items.


Borel Middle School


Pollicita Middle School


Walters Junior High School

APPENDIX



Abbott Middle School New Campus, San Mateo, CA

29 Letter of Financial Health
30 Bonding Capacity
33 Current Certificate of Liability Insurance
34 Appendix C-1 | Non-Collusion Declaration
35 Appendix C-2 | Iran Contracting Act Certification
36 Appendix C-3 | Off-Road Diesel-Fueled Fleet Certificate
38 Prior Experience | Project Sheets
43 Safety Ratings
44 Preliminary Schedule
49 Phasing Plan
50 Site Logistics Plans

CALIFORNIA
BANK OF COMMERCE

April 30, 2024

Cabrillo Unified School District
498 Kelly Avenue
Half Moon Bay, CA 94019

RE: Rodan Builders, Inc.
RFQ/P #2024-04-11

To Whom It May Concern:

In support of prequalifying our excellent customer, Rodan Builders, Inc., please accept this letter as confirmation of the following information:

Length of Relationship:	Since August 2012
Revolving Line of Credit:	Mid 7 figures
Current outstanding:	$0
Line of Credit maturity:	07/05/25

Rodan Builders, Inc. is within all credit terms and conditions. Their account is deemed excellent.

If you need any additional information, please call me directly at (510) 457-3779.

Sincerely,

Erik Pierce
Senior Vice President

cc: Alicia Tomelloso, Rodan Builders, Inc.

1300 Clay Street, Fifth Floor
Oakland, CA 94612

510.457.3615
CaliforniaBankofCommerce.com

Prepare. Protect. Prevail.

THE HARTFORD

Business Insurance
Employee Benefits
Auto
Home

April 30, 2024

One Pointe Drive, 6th Floor
Brea, CA 92821

Cabrillo Unified School District
498 Kelly Avenue
Half Moon Bay, CA 94019

Re: Rodan Builders, Inc.
RFQ/P #2024-04-11 LLB Construction Services
El Granada ES Modernization Phase 2

To Whom It May Concern:

The Hartford, through its various operating entities, has issued surety bonds to Rodan Builders, Inc. since 2015, during which time we have favorably considered projects up to $200 million single job and $300 million on an aggregate basis. Our experience with Rodan Builders, Inc. has been excellent, and we highly recommend them to you. Hartford Fire Insurance Company is rated A+ XV by AM Best.

As surety for Rodan Builders, Inc., The Hartford will favorably consider providing a 100% Performance Bond and a 100% Payment Bond, provided a contract is awarded to and executed by Rodan Builders, Inc. Please understand that any arrangement for any bonds is a matter between Rodan Builders, Inc. and Hartford Fire Insurance Company and we assume no liability to third parties or you if, for any reason, we do not issue requested bonds.

The Hartford expressly reserves the right to review the terms and conditions of the contract, contract amount and bond form, evaluate pertinent underwriting data, and verify the adequacy of project financing prior to the issuance of the aforementioned bonds.

This letter will expire one hundred and eighty (180) days from the above date.

Sincerely,

Hartford Fire Insurance Company

By: _____
Karen Rhodes, Attorney-in-Fact

HARTFORD FIRE INSURANCE CO. INCORPORATED 1810

CALIFORNIA ALL-PURPOSE ACKNOWLEDGMENT **CIVIL CODE § 1189**

A notary public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

State of California)
County of Marin)

On April 30, 2024 before me, K. Holtemann, Notary Public,
Date *Here Insert Name and Title of the Officer*

personally appeared Karen Rhodes,
Name(s) of Signer(s)

who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/~~are~~ subscribed to the within instrument and acknowledged to me that ~~he/she/they~~ executed the same in ~~his~~/her/~~their~~ authorized capacity(~~ies~~), and that by ~~his/her/their~~ signature(~~s~~) on the instrument the person(~~s~~), or the entity upon behalf of which the person(~~s~~) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

K. HOLTEMANN
Notary Public - California
Marin County
Commission # 2419598
My Comm. Expires Oct 31, 2026

Signature _____
Signature of Notary Public

Place Notary Seal Above

OPTIONAL

Though this section is optional, completing this information can deter alteration of the document or fraudulent reattachment of this form to an unintended document.

Description of Attached Document
Title or Type of Document: _____ Document Date: _____
Number of Pages: _____ Signer(s) Other Than Named Above: _____

Capacity(ies) Claimed by Signer(s)

Signer's Name:	Signer's Name:
☐ Corporate Officer — Title(s):	☐ Corporate Officer — Title(s):
☐ Partner — ☐ Limited ☐ General	☐ Partner — ☐ Limited ☐ General
☐ Individual ☐ Attorney in Fact	☐ Individual ☐ Attorney in Fact
☐ Trustee ☐ Guardian or Conservator	☐ Trustee ☐ Guardian or Conservator
☐ Other:	☐ Other:
Signer Is Representing:	Signer Is Representing:

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POWER OF ATTORNEY

Direct Inquiries/Claims to:
THE HARTFORD
BOND, T-11
One Hartford Plaza
Hartford, Connecticut 06155
Bond.Claims@thehartford.com
call: 888-266-3488 or fax: 860-757-5835

KNOW ALL PERSONS BY THESE PRESENTS THAT:

Agency Name: WOODRUFF SAWYER & COMPANY
Agency Code: 57-554795

- [X] **Hartford Fire Insurance Company**, a corporation duly organized under the laws of the State of Connecticut
- [X] **Hartford Casualty Insurance Company**, a corporation duly organized under the laws of the State of Indiana
- [X] **Hartford Accident and Indemnity Company**, a corporation duly organized under the laws of the State of Connecticut
- [ ] **Hartford Underwriters Insurance Company**, a corporation duly organized under the laws of the State of Connecticut
- [ ] **Twin City Fire Insurance Company**, a corporation duly organized under the laws of the State of Indiana
- [ ] **Hartford Insurance Company of Illinois**, a corporation duly organized under the laws of the State of Illinois
- [ ] **Hartford Insurance Company of the Midwest**, a corporation duly organized under the laws of the State of Indiana
- [ ] **Hartford Insurance Company of the Southeast**, a corporation duly organized under the laws of the State of Florida

having their home office in Hartford, Connecticut, (hereinafter collectively referred to as the "Companies") do hereby make, constitute and appoint, ***up to the amount of*** Unlimited :

Nerissa S. Bartolome, Joan DeLuca, Patrick R Diebel, Lucy M. Dunham, Kathleen Earle, Andrew S. Holloway, Kelly Holtemann, Christopher M. Howell, Thomas E. Hughes, Mark M. Munekawa, Zachary V. Overbay, Christina Parsons, Rossio Polio, Karen Rhodes, Yvonne Roncagliolo, Charles R. Shoemaker, Valerie Takeuchi of SAN FRANCISCO, California

their true and lawful Attorney(s)-in-Fact, each in their separate capacity if more than one is named above, to sign its name as surety(ies) only as delineated above by ☒, and to execute, seal and acknowledge any and all bonds, undertakings, contracts and other written instruments in the nature thereof, on behalf of the Companies in their business of guaranteeing the fidelity of persons, guaranteeing the performance of contracts and executing or guaranteeing bonds and undertakings required or permitted in any actions or proceedings allowed by law.

In Witness Whereof, and as authorized by a Resolution of the Board of Directors of the Companies on May 23, 2016 the Companies have caused these presents to be signed by its Assistant Vice President and its corporate seals to be hereto affixed, duly attested by its Assistant Secretary. Further, pursuant to Resolution of the Board of Directors of the Companies, the Companies hereby unambiguously affirm that they are and will be bound by any mechanically applied signatures applied to this Power of Attorney.

Shelby Wiggins

Shelby Wiggins, Assistant Secretary

Joelle L. LaPierre, Assistant Vice President

STATE OF FLORIDA
COUNTY OF SEMINOLE } ss. Lake Mary

On this 20th day of May, 2021, before me personally came Joelle LaPierre, to me known, who being by me duly sworn, did depose and say: that (s)he resides in Seminole County, State of Florida; that (s)he is the Assistant Vice President of the Companies, the corporations described in and which executed the above instrument; that (s)he knows the seals of the said corporations; that the seals affixed to the said instrument are such corporate seals; that they were so affixed by authority of the Boards of Directors of said corporations and that (s)he signed his/her name thereto by like authority.

Jessica Ciccone
Jessica Ciccone
My Commission HH 122280
Expires June 20, 2025

I, the undersigned, Assistant Vice President of the Companies, DO HEREBY CERTIFY that the above and foregoing is a true and correct copy of the Power of Attorney executed by said Companies, which is still in full force effective as of April 30, 2024.

Signed and sealed in Lake Mary, Florida.

Keith D. Dozois, Assistant Vice President

ACORD®

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 4/30/2024

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Arthur J. Gallagher Risk Management Services, LLC 160 West Santa Clara Street Suite 300 San Jose CA 95113 License#: 0D69293	**CONTACT NAME:** **PHONE (A/C, No, Ext):** **FAX (A/C, No):** 408-257-2985 **E-MAIL ADDRESS:**
INSURED Rodan Builders, Inc. 3486 Investment Blvd. Suite B Hayward, CA 94545	**INSURER(S) AFFORDING COVERAGE** — **NAIC #** **INSURER A :** Hartford Fire Insurance Company — 19682 **INSURER B :** Pacific Insurance Company, Limited — 10046 **INSURER C :** Twin City Fire Insurance Company — 29459 **INSURER D :** AGCS Marine Insurance Company — 22837 **INSURER E :** **INSURER F :**

COVERAGES **CERTIFICATE NUMBER:** 929237205 **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	[X] COMMERCIAL GENERAL LIABILITY [ ] CLAIMS-MADE [X] OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: [ ] POLICY [X] PRO-JECT [ ] LOC [ ] OTHER:	Y	Y	83UENOD1274	1/1/2024	1/1/2025	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG $	$ 1,000,000 $ 300,000 $ 10,000 $ 1,000,000 $ 2,000,000 $ 2,000,000 $
A	AUTOMOBILE LIABILITY [X] ANY AUTO [ ] OWNED AUTOS ONLY [ ] SCHEDULED AUTOS [ ] HIRED AUTOS ONLY [ ] NON-OWNED AUTOS ONLY	Y	Y	83UENOD1275	1/1/2024	1/1/2025	COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident) $	$ 1,000,000 $ $ $ $
C	[ ] UMBRELLA LIAB [X] OCCUR [X] EXCESS LIAB [ ] CLAIMS-MADE [ ] DED [X] RETENTION $ NIL			57CECBE0481	1/1/2024	1/1/2025	EACH OCCURRENCE AGGREGATE $	$ 10,000,000 $ 10,000,000 $
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY Y / N ANYPROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? [ ] N / A (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below		Y	83WEOD1B2Z	1/1/2024	1/1/2025	[X] PER STATUTE [ ] OTH-ER E.L. EACH ACCIDENT E.L. DISEASE - EA EMPLOYEE E.L. DISEASE - POLICY LIMIT	 $ 1,000,000 $ 1,000,000 $ 1,000,000
B D	Pollution Liability Professional Liability Property / Inland Marine			57CPIZM7682 MXI 93091867	1/1/2024 1/1/2024	1/1/2026 1/1/2025	Occ/Agg Occ/Agg Occ/Agg	$5M/$5M $4M/$4M $500K/$500K

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

Employment Practices Liability
Policy# 57KB0357609-23
Limit - Occ/Agg: $1M

Sexual Abuse and Molestation
Policy# MR23AAN3
Limit - Occ: $1M /Agg: $2M

See Attached...

CERTIFICATE HOLDER

Cabrillo Unified School District
498 Kelly Avenue
Half Moon Bay CA 94019

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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ACORD 25 (2016/03) The ACORD name and logo are registered marks of ACORD

APPENDIX C-1

NON-COLLUSION DECLARATION
(Public Contract Code Section 7106)

The undersigned declares:

I am the CEO [Title] of Rodan Builders, Inc. [Name of Firm], the party making the foregoing bid/proposal.

The bid/proposal is not made in the interest of, or on behalf of, any undisclosed person, partnership, company, association, organization, or corporation. The bid/proposal is genuine and not collusive or sham. The bidder/proposer has not directly or indirectly induced or solicited any other bidder/proposer to put in a false or sham bid. The bidder/proposer has not directly or indirectly colluded, conspired, connived, or agreed with any bidder/proposer or anyone else to put in a sham bid/proposal, or to refrain from bidding/proposing. The bidder/proposer has not in any manner, directly or indirectly, sought by agreement, communication, or conference with anyone to fix the bid/proposal price of the bidder/proposer or any other bidder/proposer, or to fix any overhead, profit, or cost element of the bid/proposal price, or of that of any other bidder/proposer. All statements contained in the bid/proposal are true. The bidder/proposer has not, directly or indirectly, submitted his or her bid/proposal price or any breakdown thereof, or the contents thereof, or divulged information or data relative thereto, to any corporation, partnership, company, association, organization, bid depository, or to any member or agent thereof, to effectuate a collusive or sham bid/proposal, and has not paid, and will not pay, any person or entity for such purpose.

Any person executing this declaration on behalf of a bidder/proposer that is a corporation, partnership, joint venture, limited liability company, limited liability partnership, or any other entity, hereby represents that he or she has full power to execute, and does execute, this declaration on behalf of the bidder/proposer.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct and that this declaration is executed on May 9th, 2024 [Date],

at Hayward [City], CA [State].

Signature: 

Print Name: Dan Oliver

Title: CEO

END OF DOCUMENT

APPENDIX C-2

IRAN CONTRACTING ACT CERTIFICATION
(Public Contract Code Sections 2202-2208)

Prior to bidding on or submitting a proposal for a contract for goods or services of $1,000,000 or more, the bidder/proposer must submit this certification pursuant to Public Contract Code section 2204.

The bidder/proposer must complete **ONLY ONE** of the following two options. To complete OPTION 1, check the corresponding box **and** complete the certification below. To complete OPTION 2, check the corresponding box, complete the certification below, and attach documentation demonstrating the exemption approval.

■ **OPTION 1.** Bidder/Proposer is not on the current list of persons engaged in investment activities in Iran created by the California Department of General Services ("DGS") pursuant to Public Contract Code section 2203(b), and we are not a financial institution extending twenty million dollars ($20,000,000) or more in credit to another person, for 45 days or more, if that other person will use the credit to provide goods or services in the energy sector in Iran and is identified on the current list of persons engaged in investment activities in Iran created by DGS.

☐ **OPTION 2.** Bidder/Proposer has received a written exemption from the certification requirement pursuant to Public Contract Code sections 2203(c) and (d). *A copy of the written documentation demonstrating the exemption approval is included with our bid/proposal.*

CERTIFICATION:

I, the official named below, CERTIFY UNDER PENALTY OF PERJURY, that I am duly authorized to legally bind the bidder/proposer to the OPTION selected above. This certification is made under the laws of the State of California.

Vendor Name/Financial Institution (Printed) Rodan Builders, Inc.	*Federal ID Number (or n/a)* 21-2164714
By (Authorized Signature)	
Printed Name and Title of Person Signing Dan Oliver, CEO	*Date Executed* 5/09/2024

END OF DOCUMENT

APPENDIX C-3

OFF-ROAD DIESEL-FUELED FLEET CERTIFICATION

Title 13 CCR sections 2449, 2449.1, and 2449.2, in compliance with Government Code sections 11346.2, subdivision (a)(3), and 11346.8, subdivision (c), applies to construction contractors who own or operate within California any vehicles with a diesel-fueled or alternative diesel fueled off-road compression-ignition engine with maximum power (max hp) of 25 horsepower (hp) or greater provided that the vehicle cannot be registered and driven safely on-road or was not designed to be driven on-road, even if it has been modified so that it can be driven safely on-road.

Section 2449(i), in relevant part, provides:

(1) For a project involving the use of vehicles subject to this regulation, the prime contractor must obtain copies of the valid Certificate of Reported Compliance with the Regulation for In-Use Off-Road Diesel-Fueled Fleets for the fleet selected for the contract and their listed subcontractors, if applicable, prior to entering into a new or renewed contract with that fleet.

(2) No prime contractor or public works awarding body, as applicable, shall enter into a contract with a fleet for which it does not have a valid Certificate of Reported Compliance for the fleet and its listed subcontractors, if applicable, prior to entering into a new or renewed contract with that fleet.

(3) The Certificates of Reported Compliance received by the prime contractor for a project must be retained for three (3) years after that project's completion. Upon request by California Air Resources Board ("CARB"), these records must be provided to CARB within five (5) business days of the request.

(4) Situations in which prime contractors or public works awarding bodies, as applicable, are contracting for projects that are considered emergency operations, as defined in section 2449(c)(18), are exempt from the requirements in section 2449(i)(1)-(3), but must still retain records verifying vehicles subject to the regulation that are operating on the emergency operations project are actually being operated on the project for emergency operations only. These records must include a description of the emergency, the address or a description of the specific location of the emergency, the dates on which the emergency operations were performed, and an attestation by the fleet that the vehicles are operated on the project for emergency operations only.

Section 2449(j), in relevant part, also states:

(1) Between March 1 and June 1 of each year, a prime contractor must collect new valid Certificates of Reported Compliance for the current compliance year, as defined in section 2449(n), from all fleets that have an ongoing contract with the prime contractor as of March 1 of that year. Prime contractors must not write contracts to evade this requirement.

(2) Prime contractors shall only allow fleets with valid Certificates of Reported Compliance on the prime contractor's job sites.

(3) If the prime contractor discovers that any fleet intending to operate vehicles subject to this regulation for the prime contractor does not have a valid Certificate of Reported Compliance, as defined in section 2449(n), or if the prime contractor observes any noncompliant vehicles subject to the regulation on the prime contractor's job site, then the prime contractor must report specified information regarding the fleet to CARB within five (5) business days of such discovery.

(4) Upon request by CARB, the prime contractor must immediately disclose to CARB the name and contact information of each responsible party for all vehicles subject to this regulation operating at the job site or for the prime contractor.

(5) The prime contractor shall prominently display signage for any project where vehicles subject to this regulation will operate for eight (8) calendar days or more. The signage must be posted by the eighth calendar day from which the first vehicle operates. The signage will be in lettering larger than size 14-point type and displayed in a conspicuous place where notices to employees are customarily posted at the job site or where there is employee foot traffic. If one of the above locations is also viewable by the public, it should be posted at that location. The signage must include specified information regarding idling regulations for In-Use Off-Road Diesel-Fueled Fleets with directions on how to report observed noncompliance of the provided regulations to CARB.

I am aware of the provisions of Title 13 CCR sections 2449, 2449.1, and 2449.2, which apply to every contractor who owns or operates off-road diesel fleet vehicles in California, and I will comply with such provisions, including providing Certificate(s) of Reported Compliance for In-Use Off-Road Diesel-Fueled Fleets for the fleet selected for the contract and their listed subcontractors, if applicable, with its bid.

Date: 5/09/2024

Proper Name of Developer: Rodan Builders, Inc.

Signature: 

Print Name: Dan Oliver

Title: CEO

Bidder must attach valid Certificate(s) Reported Compliance with the Regulation for In-Use Off-Road Diesel-Fueled Fleets provided by CARB for the fleet selected for the contract and their listed subcontractors, if applicable, to this form.

END OF DOCUMENT

CENTERVILLE MIDDLE SCHOOL CONVERSION

Fremont, CA

DELIVERY METHOD:
Lease-Leaseback

OWNER:
Fremont Unified School District

DISTRICT REPRESENTATIVE:
Roebbelen Contracting Inc.
Marsha Perry Taras
916.261.0935

ARCHITECT:
LPA
Denise Flatley
408.780.7200
dflatley@lpadesignstudio.com

AWARD DATE:
7/2020

ORIGINAL COMPLETION DATE:
6/2023

FINAL COMPLETION DATE:
TBD

INITIAL CONTRACT VALUE:
$66,797,476

FINAL CONTRACT VALUE:
TBD



PROJECT DESCRIPTION:
Centerville Middle School will have almost every inch of the existing site improved through the modernization. This project includes a new two-story classroom building housing (20) classrooms, the installation of (4) modular buildings, new student services/admin building, modernization of six wings, demolition of aging structures, improvements to the fields, and replacement of all spaces between existing and new buildings with new sidewalks, and landscaping. A new central quad will be built as well as a new expanded drop-off zone with parking. Expansion of the playing fields includes new hardcourts and field repairs. Storage space for emergency supplies will also be included in this modernization.





CLARENDON ELEMENTARY SCHOOL

San Francisco, CA

OWNER:
San Francisco Unified School District

OWNER CONTACT:
Kristen Raymond
(415)241-4327

ARCHITECT:
LIONAKIS

ARCHITECT CONTACT:
Mary Morris
(408) 832-6033

TOTAL CONTRACT VALUE:
$17,511,000

STARTDATE:
9/2020

TIME EXTENSION GRANTED:
0 Days

COMPLETION DATE:
6/2022



PROJECT DESCRIPTION:
This project consists of new construction as well as the modernization of existing spaces and systems. Construction began with grading of the site, geo-mitigation and installation of permanent wall shoring. For the new construction, all mechanical, electrical and plumbing systems as well as associated underground utilities, site work, and landscaping will be completed. This landscaping includes bioswale planters. The modernization includes classrooms, library spaces, computer room, art classroom, commercial kitchen, after school area and service rooms. The technology backbone and service will be upgraded on the entire site.







WALTERS JUNIOR HS NEW BUILDINGS

Fremont, CA

DELIVERY METHOD:
Design-Bid-Build

DISTRICT:
Fremont Unified School District

DISTRICT CONTACT:
Joe Webber
(602) 349-7085
jwebberpm@hotmail.com

ARCHITECT:
ATI Architects
(925) 648-8800

CONSTRUCTION MANAGER:
CCM

CONSTRUCTION MANAGER CONTACT:
Ricardo Morehead
(310) 889-8543

PROJECT TOTAL VALUE:
$17,583,800

START DATE:
5/2018

TIME EXTENSION GRANTED:
0 Days

COMPLETION DATE:
8/2019



PROJECT DESCRIPTION:
The scope of this project included the new construction of over 20,000 sf including (3) class-room buildings, restrooms, with mechanical and electrical spaces. All associated sitework and ADA compliance was included in the project.







KENNEDY HIGH SCHOOL ALTERATIONS PROJECT

Fremont, CA

DELIVERY METHOD:
Design-Bid-Build

DISTRICT:
Fremont Unified School District

DISTRICT CONTACT:
Marsha Perry Taras
(916) 261-0935

ARCHITECT:
LPA Design Studio
Contact: Andrew Chien
(408) 780-7200

PROJECT TOTAL VALUE:
$31,119,000

START DATE:
1/2023

ORIGINAL COMPLETION DATE:
9/2024

TIME EXTENSIONS GRANTED:
TBD

ACTUAL COMPLETION DATE:
TBD

KEY PERSONNEL:
Dan Oliver, Project Executive
Keith Reynolds, Sr. Project Manager
Amy Hartley, Project Manager
Lloyd Cavalieri, Project Engineer
Joseph Moran, Superintendent

CLAIMS/DEMANDS/LITIGATION:
None



PROJECT DESCRIPTION:
This project includes the replacement of HVAC units and related ceiling and lighting upgrades in buildings 1-9, upgrades to restrooms and drinking fountains, upgrades to path of travel, acoustical, A/V, and interior upgrades, site and site utility upgrades including utilities, landscape and irrigation upgrades and the demolition of the existing auto shop classroom building.







BOWDITCH MIDDLE SCHOOL ACADEMIC CORE + GYMNASIUM

Foster City, CA

DELIVERY METHOD:
Design-Bid-Build

DISTRICT:
San Mateo Foster City School District

DISTRICT CONTACT:
Mark Sherrill
(650) 312-7884

ARCHITECT:
HED Architects
Contact: Juan Pagan
(415) 728-4639

PROJECT TOTAL VALUE:
$42,700,000

START DATE:
2/2024

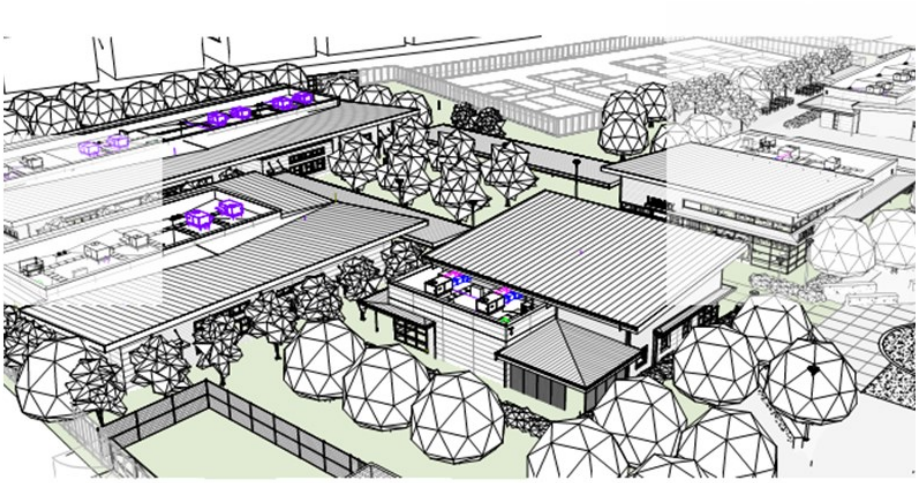
ORIGINAL COMPLETION DATE:
7/2025

TIME EXTENSIONS GRANTED:
TBD

ACTUAL COMPLETION DATE:
TBD

KEY PERSONNEL:
Dan Oliver, Project Executive
Greg Merrill, Sr. Project Manager
Sebastian Froman, Project Manager
Kyle Bell, Project Engineer
Victor Marcelo, Project Engineer
Jim Sample, Superintendent

CLAIMS/DEMANDS/LITIGATION:
None



PROJECT DESCRIPTION:
This project includes a new 16,120sf gymnasium building, new library building 'S', new counseling office building 'T', three new classroom buildings ('R', 'U', 'V') with related site work, new fire hydrant and walkway canopies which will connect the new buildings to each other.







Gallagher
Insurance | Risk Management | Consulting

Arthur J. Gallagher Risk Management Services, LLC
160 W Santa Clara St. Suite 300, San Jose, CA 95113
Lic # 100292093
United States

M 408.973.9500
F 408.257.2985
ajg.com

April 30, 2024

Cabrillo Unified School District
498 Kelly Avenue
Half Moon Bay CA 94019

RE: RFQ/P LLB El Granada Elementary School Modernization Phase 2

To Whom It May Concern;
Please accept this letter specifying Rodan Builders, Inc.'s Loss Workdays Incident Rate, Average Recordable Incident Rate and Experience Modification Rate in the State of California and for the corresponding policy years.

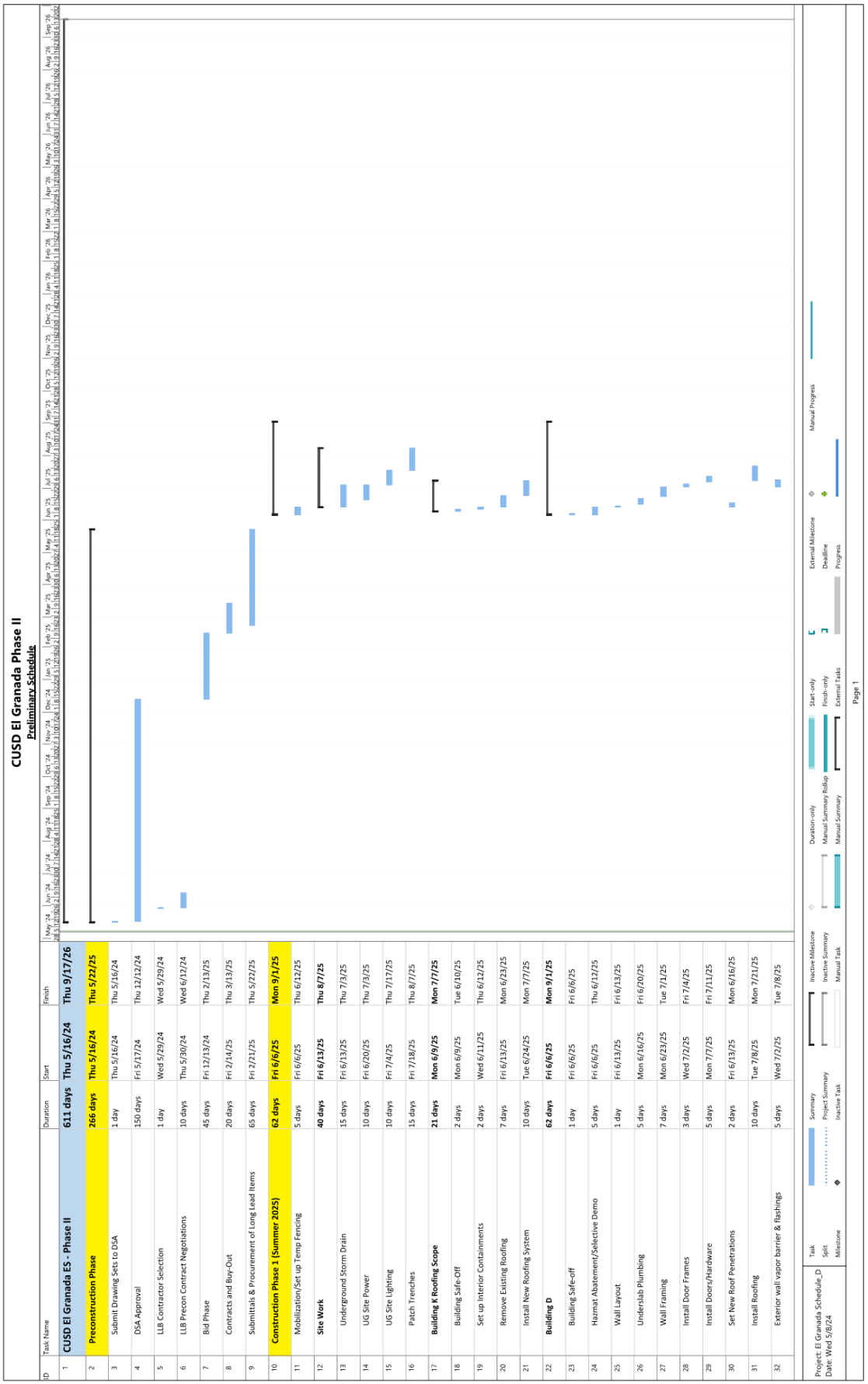
Policy Year	Loss Workdays Incident Rate	Average Recordable Incident Rate	Experience Modification Rate
2023	0	2.17	0.59
2022	55.43	0.75	0.59
2021	3.51	2.64	0.60

I hope this letter addresses any potential concerns of Rodan's ability to maintain a safe work site.

Sincerely,

Piroz Tahriri

Piroz Tahriri
Client Service Associate
Gallagher Construction Services
408-878-3822

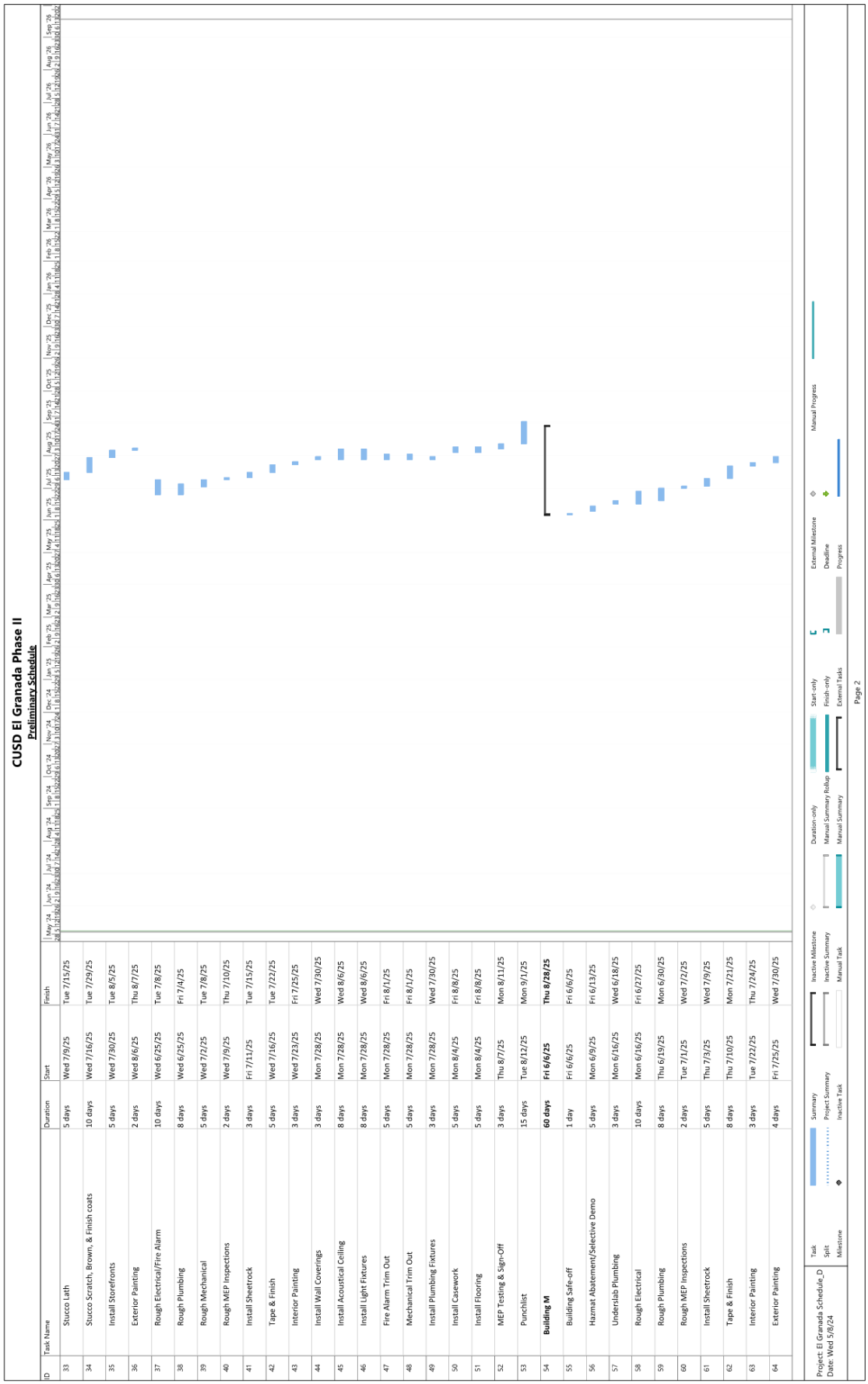


ID	Task Name	Duration	Start	Finish
1	**CUSD El Granada ES - Phase II**	**611 days**	**Thu 5/16/24**	**Thu 9/17/26**
2	**Preconstruction Phase**	**266 days**	**Thu 5/16/24**	**Thu 5/22/25**
3	Submit Drawing Sets to DSA	1 day	Thu 5/16/24	Thu 5/16/24
4	DSA Approval	150 days	Fri 5/17/24	Thu 12/12/24
5	LLB Contractor Selection	1 day	Wed 5/29/24	Wed 5/29/24
6	LLB Precon Contract Negotiations	10 days	Thu 5/30/24	Wed 6/12/24
7	Bid Phase	45 days	Fri 12/13/24	Thu 2/13/25
8	Contracts and Buy-Out	20 days	Fri 2/14/25	Thu 3/13/25
9	Submittals & Procurement of Long Lead Items	65 days	Fri 2/21/25	Thu 5/22/25
10	**Construction Phase 1 (Summer 2025)**	**62 days**	**Fri 6/6/25**	**Mon 9/1/25**
11	Mobilization/Set up Temp Fencing	5 days	Fri 6/6/25	Thu 6/12/25
12	**Site Work**	**40 days**	**Fri 6/13/25**	**Thu 8/7/25**
13	Underground Storm Drain	15 days	Fri 6/13/25	Thu 7/3/25
14	UG Site Power	10 days	Fri 6/20/25	Thu 7/3/25
15	UG Site Lighting	10 days	Fri 7/4/25	Thu 7/17/25
16	Patch Trenches	15 days	Fri 7/18/25	Thu 8/7/25
17	**Building K Roofing Scope**	**21 days**	**Mon 6/9/25**	**Mon 7/7/25**
18	Building Safe-Off	2 days	Mon 6/9/25	Tue 6/10/25
19	Set up Interior Containments	2 days	Wed 6/11/25	Thu 6/12/25
20	Remove Existing Roofing	7 days	Fri 6/13/25	Mon 6/23/25
21	Install New Roofing System	10 days	Tue 6/24/25	Mon 7/7/25
22	**Building D**	**62 days**	**Fri 6/6/25**	**Mon 9/1/25**
23	Building Safe-off	1 day	Fri 6/6/25	Fri 6/6/25
24	Hazmat Abatement/Selective Demo	5 days	Fri 6/6/25	Thu 6/12/25
25	Wall Layout	1 day	Fri 6/13/25	Fri 6/13/25
26	Underslab Plumbing	5 days	Mon 6/16/25	Fri 6/20/25
27	Wall Framing	7 days	Mon 6/23/25	Tue 7/1/25
28	Install Door Frames	3 days	Wed 7/2/25	Fri 7/4/25
29	Install Doors/Hardware	5 days	Mon 7/7/25	Fri 7/11/25
30	Set New Roof Penetrations	2 days	Fri 6/13/25	Mon 6/16/25
31	Install Roofing	10 days	Tue 7/8/25	Mon 7/21/25
32	Exterior wall vapor barrier & flashings	5 days	Wed 7/2/25	Tue 7/8/25

CUSD El Granada Phase II

Preliminary Schedule

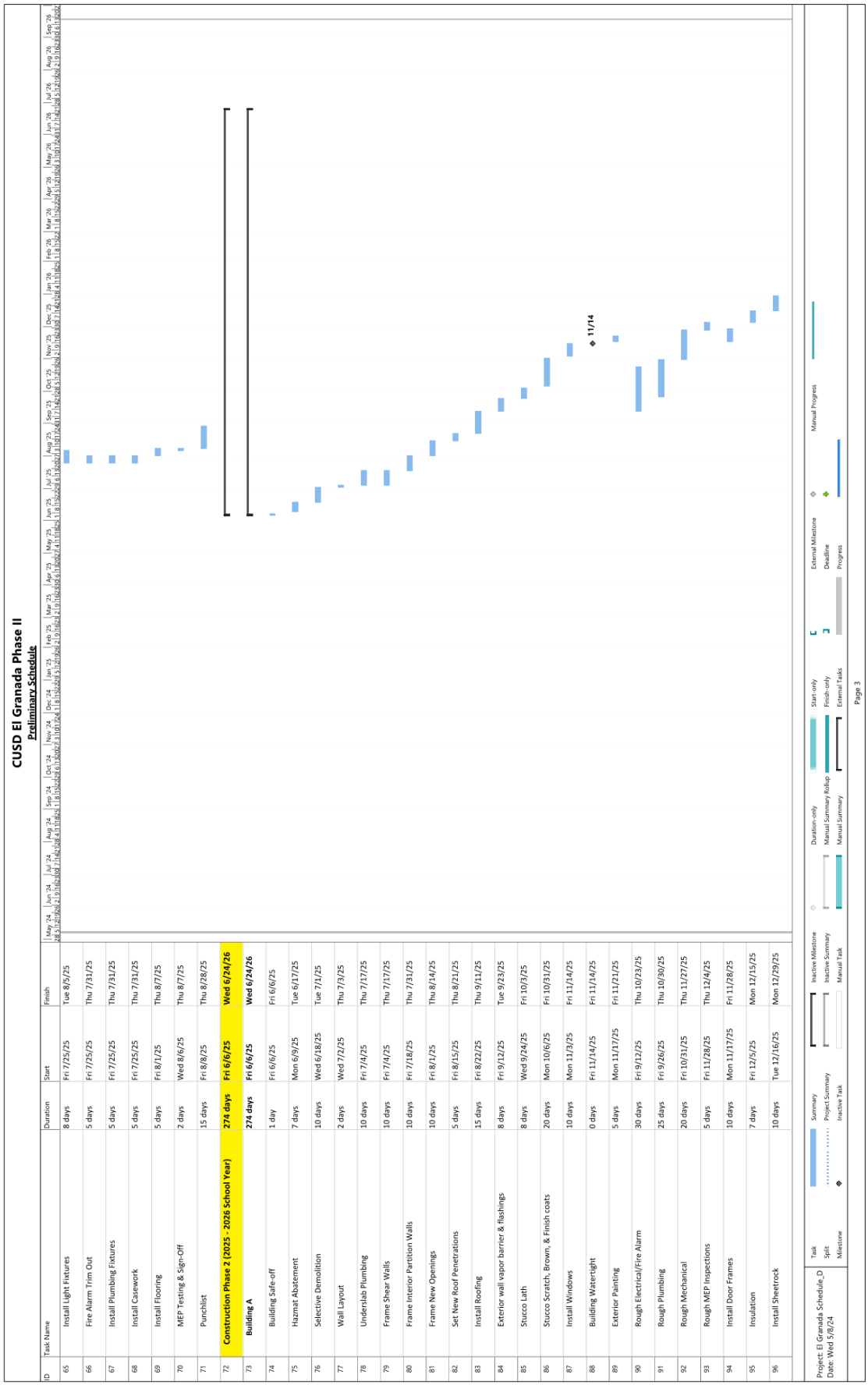
ID	Task Name	Duration	Start	Finish
33	Stucco Lath	5 days	Wed 7/9/25	Tue 7/15/25
34	Stucco Scratch, Brown, & Finish coats	10 days	Wed 7/16/25	Tue 7/29/25
35	Install Storefronts	5 days	Wed 7/30/25	Tue 8/5/25
36	Exterior Painting	2 days	Wed 8/6/25	Thu 8/7/25
37	Rough Electrical/Fire Alarm	10 days	Wed 6/25/25	Tue 7/8/25
38	Rough Plumbing	8 days	Wed 6/25/25	Fri 7/4/25
39	Rough Mechanical	5 days	Wed 7/2/25	Tue 7/8/25
40	Rough MEP Inspections	2 days	Wed 7/9/25	Thu 7/10/25
41	Install Sheetrock	3 days	Fri 7/11/25	Tue 7/15/25
42	Tape & Finish	5 days	Wed 7/16/25	Tue 7/22/25
43	Interior Painting	3 days	Wed 7/23/25	Fri 7/25/25
44	Install Wall Coverings	3 days	Mon 7/28/25	Wed 7/30/25
45	Install Acoustical Ceiling	8 days	Mon 7/28/25	Wed 8/6/25
46	Install Light Fixtures	8 days	Mon 7/28/25	Wed 8/6/25
47	Fire Alarm Trim Out	5 days	Mon 7/28/25	Fri 8/1/25
48	Mechanical Trim Out	5 days	Mon 7/28/25	Fri 8/1/25
49	Install Plumbing Fixtures	3 days	Mon 7/28/25	Wed 7/30/25
50	Install Casework	5 days	Mon 8/4/25	Fri 8/8/25
51	Install Flooring	5 days	Mon 8/4/25	Fri 8/8/25
52	MEP Testing & Sign-Off	3 days	Thu 8/7/25	Mon 8/11/25
53	Punchlist	15 days	Tue 8/12/25	Mon 9/1/25
54	**Building M**	**60 days**	**Fri 6/6/25**	**Thu 8/28/25**
55	Building Safe-off	1 day	Fri 6/6/25	Fri 6/6/25
56	Hazmat Abatement/Selective Demo	5 days	Mon 6/9/25	Fri 6/13/25
57	Underslab Plumbing	3 days	Mon 6/16/25	Wed 6/18/25
58	Rough Electrical	10 days	Mon 6/16/25	Fri 6/27/25
59	Rough Plumbing	8 days	Thu 6/19/25	Mon 6/30/25
60	Rough MEP Inspections	2 days	Tue 7/1/25	Wed 7/2/25
61	Install Sheetrock	5 days	Thu 7/3/25	Wed 7/9/25
62	Tape & Finish	8 days	Thu 7/10/25	Mon 7/21/25
63	Interior Painting	3 days	Tue 7/22/25	Thu 7/24/25
64	Exterior Painting	4 days	Fri 7/25/25	Wed 7/30/25

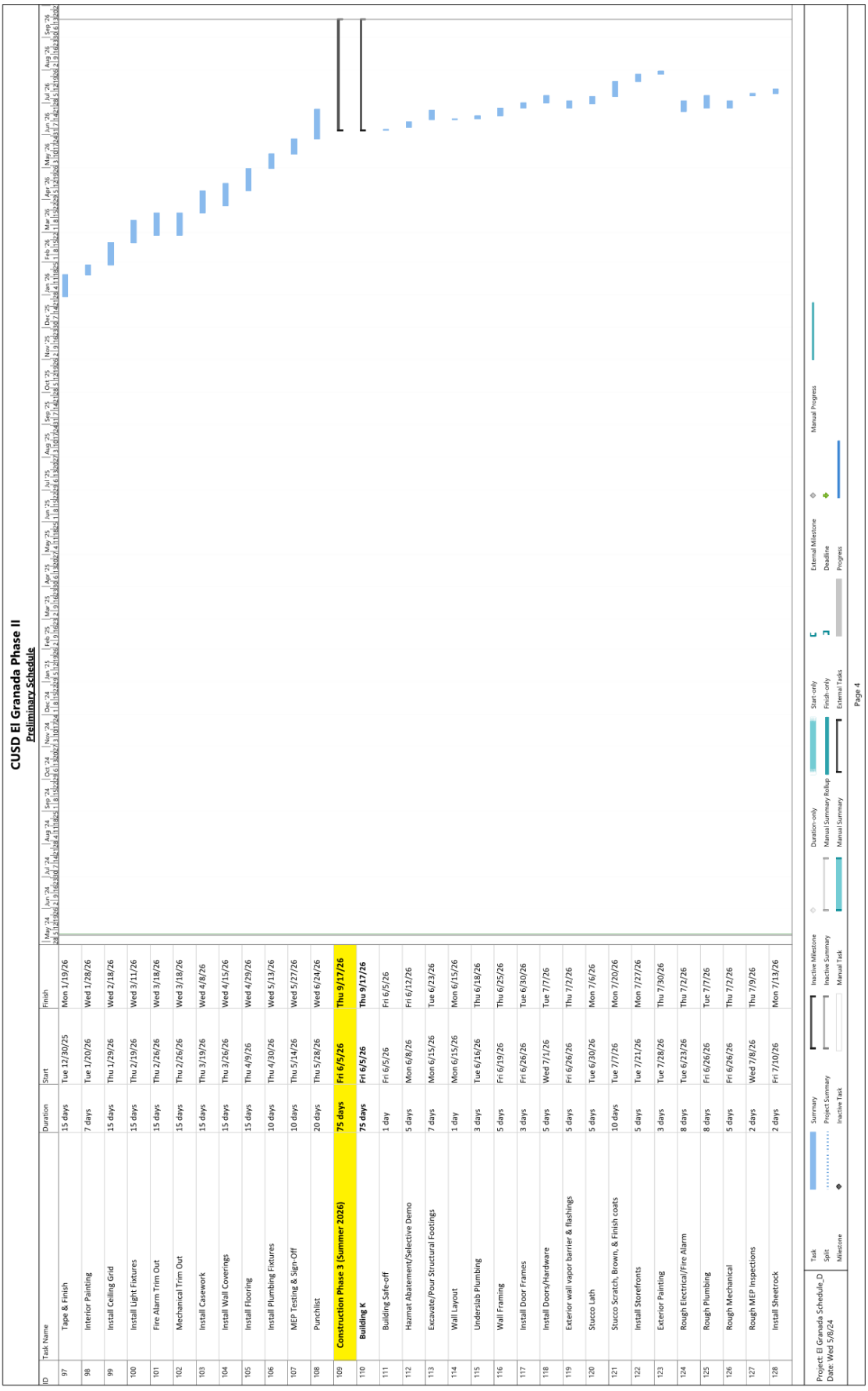


CUSD El Granada Phase II

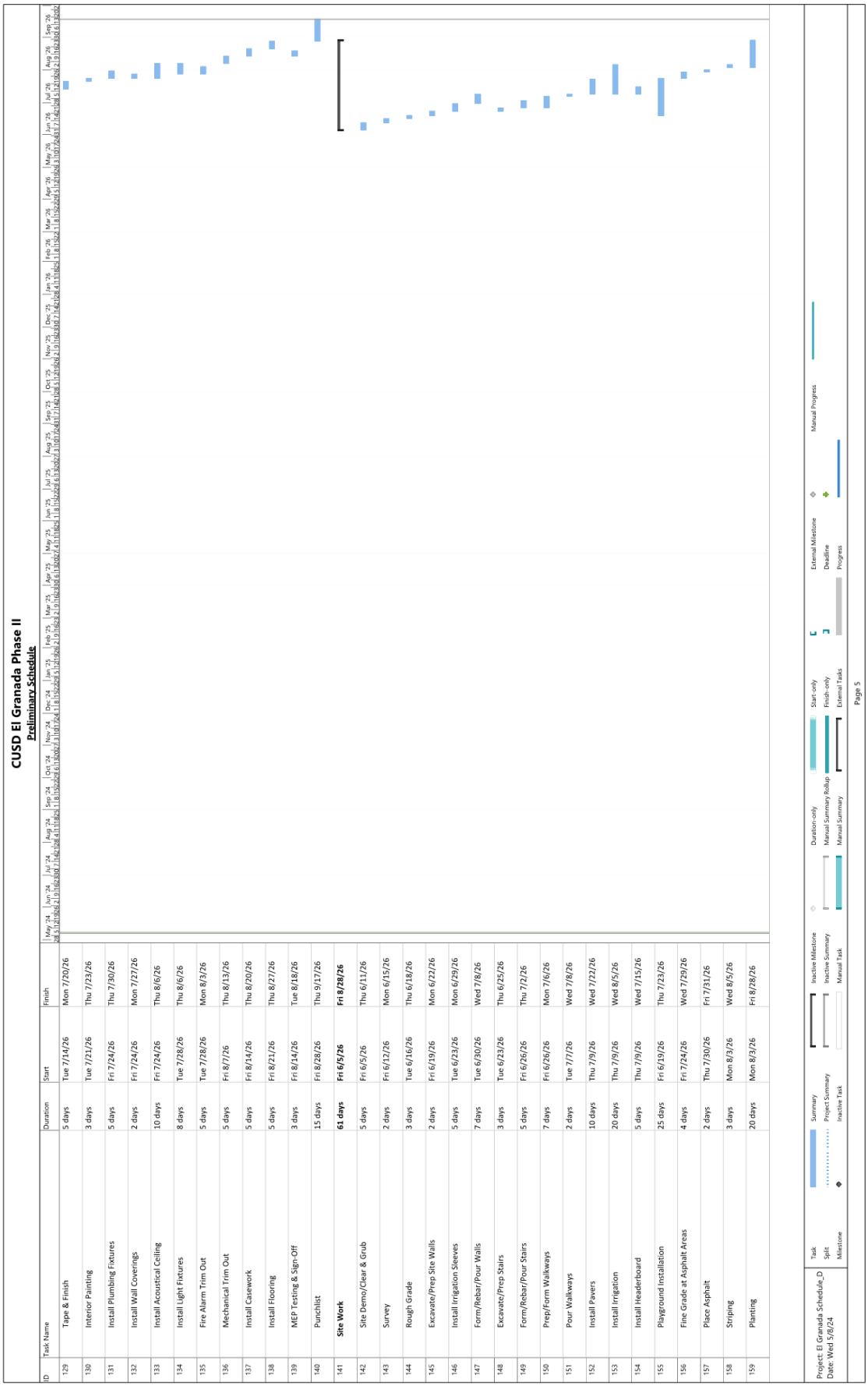
Preliminary Schedule

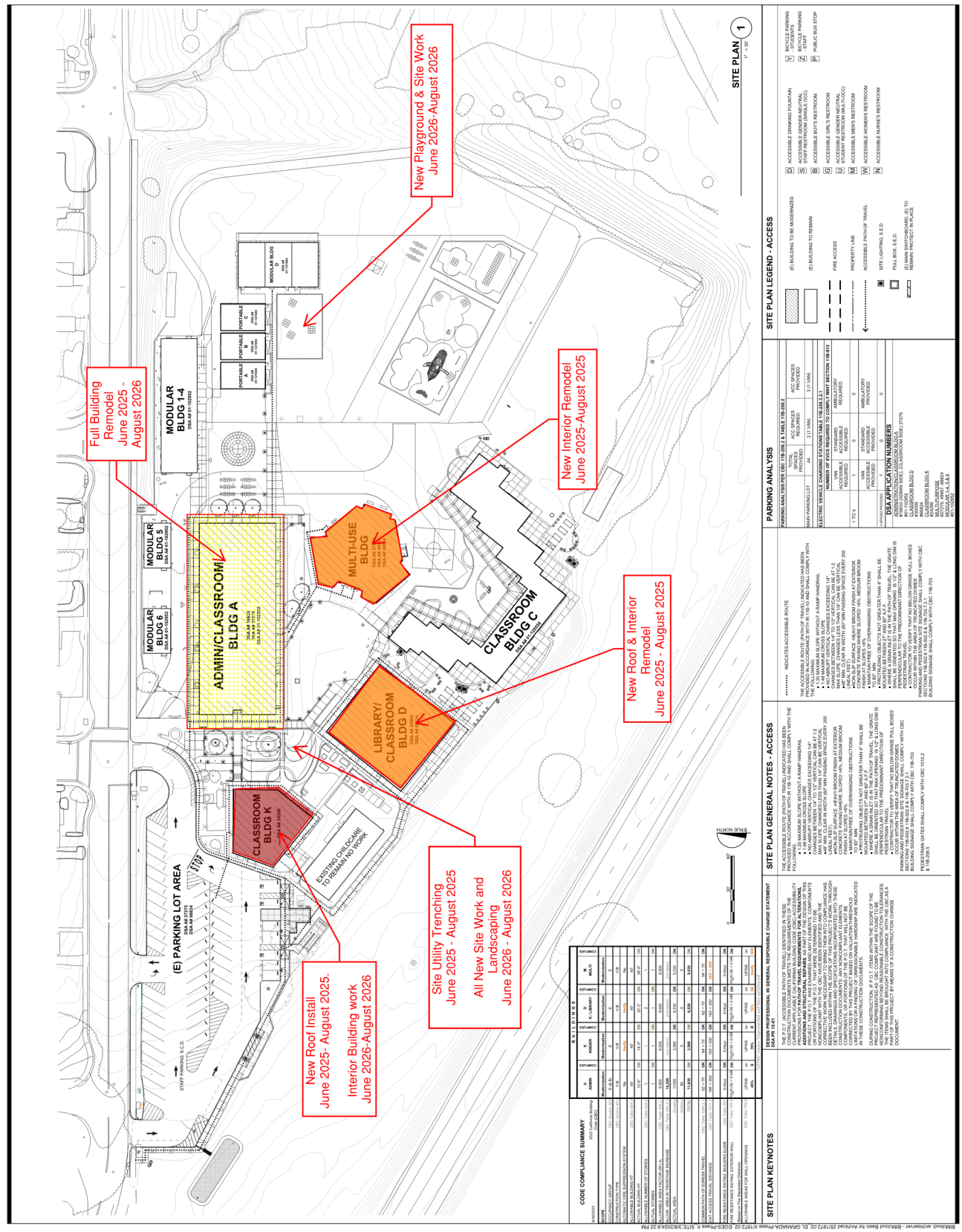
ID	Task Name	Duration	Start	Finish
65	Install Light Fixtures	8 days	Fri 7/25/25	Tue 8/5/25
66	Fire Alarm Trim Out	5 days	Fri 7/25/25	Thu 7/31/25
67	Install Plumbing Fixtures	5 days	Fri 7/25/25	Thu 7/31/25
68	Install Casework	5 days	Fri 7/25/25	Thu 7/31/25
69	Install Flooring	5 days	Fri 8/1/25	Thu 8/7/25
70	MEP Testing & Sign-Off	2 days	Wed 8/6/25	Thu 8/7/25
71	Punchlist	15 days	Fri 8/8/25	Thu 8/28/25
72	**Construction Phase 2 (2025 - 2026 School Year)**	**274 days**	**Fri 6/6/25**	**Wed 6/24/26**
73	**Building A**	**274 days**	**Fri 6/6/25**	**Wed 6/24/26**
74	Building Safe-off	1 day	Fri 6/6/25	Fri 6/6/25
75	Hazmat Abatement	7 days	Mon 6/9/25	Tue 6/17/25
76	Selective Demolition	10 days	Wed 6/18/25	Tue 7/1/25
77	Wall Layout	2 days	Wed 7/2/25	Thu 7/3/25
78	Underslab Plumbing	10 days	Fri 7/4/25	Thu 7/17/25
79	Frame Shear Walls	10 days	Fri 7/4/25	Thu 7/17/25
80	Frame Interior Partition Walls	10 days	Fri 7/18/25	Thu 7/31/25
81	Frame New Openings	10 days	Fri 8/1/25	Thu 8/14/25
82	Set New Roof Penetrations	5 days	Fri 8/15/25	Thu 8/21/25
83	Install Roofing	15 days	Fri 8/22/25	Thu 9/11/25
84	Exterior wall vapor barrier & flashings	8 days	Fri 9/12/25	Tue 9/23/25
85	Stucco Lath	8 days	Wed 9/24/25	Fri 10/3/25
86	Stucco Scratch, Brown, & Finish coats	20 days	Mon 10/6/25	Fri 10/31/25
87	Install Windows	10 days	Mon 11/3/25	Fri 11/14/25
88	Building Watertight	0 days	Fri 11/14/25	Fri 11/14/25
89	Exterior Painting	5 days	Mon 11/17/25	Fri 11/21/25
90	Rough Electrical/Fire Alarm	30 days	Fri 9/12/25	Thu 10/23/25
91	Rough Plumbing	25 days	Fri 9/26/25	Thu 10/30/25
92	Rough Mechanical	20 days	Fri 10/31/25	Thu 11/27/25
93	Rough MEP Inspections	5 days	Fri 11/28/25	Thu 12/4/25
94	Install Door Frames	10 days	Mon 11/17/25	Fri 11/28/25
95	Insulation	7 days	Fri 12/5/25	Mon 12/15/25
96	Install Sheetrock	10 days	Tue 12/16/25	Mon 12/29/25





ID	Task Name	Duration	Start	Finish
97	Tape & Finish	15 days	Tue 12/30/25	Mon 1/19/26
98	Interior Painting	7 days	Tue 1/20/26	Wed 1/28/26
99	Install Ceiling Grid	15 days	Thu 1/29/26	Wed 2/18/26
100	Install Light Fixtures	15 days	Thu 2/19/26	Wed 3/11/26
101	Fire Alarm Trim Out	15 days	Thu 2/26/26	Wed 3/18/26
102	Mechanical Trim Out	15 days	Thu 2/26/26	Wed 3/18/26
103	Install Casework	15 days	Thu 3/19/26	Wed 4/8/26
104	Install Wall Coverings	15 days	Thu 3/26/26	Wed 4/15/26
105	Install Flooring	15 days	Thu 4/9/26	Wed 4/29/26
106	Install Plumbing Fixtures	10 days	Thu 4/30/26	Wed 5/13/26
107	MEP Testing & Sign-Off	10 days	Thu 5/14/26	Wed 5/27/26
108	Punchlist	20 days	Thu 5/28/26	Wed 6/24/26
109	**Construction Phase 3 (Summer 2026)**	**75 days**	**Fri 6/5/26**	**Thu 9/17/26**
110	**Building K**	**75 days**	**Fri 6/5/26**	**Thu 9/17/26**
111	Building Safe-off	1 day	Fri 6/5/26	Fri 6/5/26
112	Hazmat Abatement/Selective Demo	5 days	Mon 6/8/26	Fri 6/12/26
113	Excavate/Pour Structural Footings	7 days	Mon 6/15/26	Tue 6/23/26
114	Wall Layout	1 day	Mon 6/15/26	Mon 6/15/26
115	Underslab Plumbing	3 days	Tue 6/16/26	Thu 6/18/26
116	Wall Framing	5 days	Fri 6/19/26	Thu 6/25/26
117	Install Door Frames	3 days	Fri 6/26/26	Tue 6/30/26
118	Install Doors/Hardware	5 days	Wed 7/1/26	Tue 7/7/26
119	Exterior wall vapor barrier & flashings	5 days	Fri 6/26/26	Thu 7/2/26
120	Stucco Lath	5 days	Tue 6/30/26	Mon 7/6/26
121	Stucco Scratch, Brown, & Finish coats	10 days	Tue 7/7/26	Mon 7/20/26
122	Install Storefronts	5 days	Tue 7/21/26	Mon 7/27/26
123	Exterior Painting	3 days	Tue 7/28/26	Thu 7/30/26
124	Rough Electrical/Fire Alarm	8 days	Tue 6/23/26	Thu 7/2/26
125	Rough Plumbing	8 days	Fri 6/26/26	Tue 7/7/26
126	Rough Mechanical	5 days	Fri 6/26/26	Thu 7/2/26
127	Rough MEP inspections	2 days	Wed 7/8/26	Thu 7/9/26
128	Install Sheetrock	2 days	Fri 7/10/26	Mon 7/13/26


CUSD El Granada Phase II
Preliminary Schedule
ID
Task Name
Duration
Start
Finish
129 Tape & Finish 5 days Tue 7/14/26 Mon 7/20/26
130 Interior Painting 3 days Tue 7/21/26 Thu 7/23/26
131 Install Plumbing Fixtures 5 days Fri 7/24/26 Thu 7/30/26
132 Install Wall Coverings 2 days Fri 7/24/26 Mon 7/27/26
133 Install Acoustical Ceiling 10 days Fri 7/24/26 Thu 8/6/26
134 Install Light Fixtures 8 days Tue 7/28/26 Thu 8/6/26
135 Fire Alarm Trim Out 5 days Tue 7/28/26 Mon 8/3/26
136 Mechanical Trim Out 5 days Fri 8/7/26 Thu 8/13/26
137 Install Casework 5 days Fri 8/14/26 Thu 8/20/26
138 Install Flooring 5 days Fri 8/21/26 Thu 8/27/26
139 MEP Testing & Sign-Off 3 days Fri 8/14/26 Tue 8/18/26
140 Punchlist 15 days Fri 8/28/26 Thu 9/17/26
141 Site Work 61 days Fri 6/5/26 Fri 8/28/26
142 Site Demo/Clear & Grub 5 days Fri 6/5/26 Thu 6/11/26
143 Survey 2 days Fri 6/12/26 Mon 6/15/26
144 Rough Grade 3 days Tue 6/16/26 Thu 6/18/26
145 Excavate/Prep Site Walls 2 days Fri 6/19/26 Mon 6/22/26
146 Install Irrigation Sleeves 5 days Tue 6/23/26 Mon 6/29/26
147 Form/Rebar/Pour Walls 7 days Tue 6/30/26 Wed 7/8/26
148 Excavate/Prep Stairs 3 days Tue 6/23/26 Thu 6/25/26
149 Form/Rebar/Pour Stairs 5 days Fri 6/26/26 Thu 7/2/26
150 Prep/Form Walkways 7 days Fri 6/26/26 Mon 7/6/26
151 Pour Walkways 2 days Tue 7/7/26 Wed 7/8/26
152 Install Pavers 10 days Thu 7/9/26 Wed 7/22/26
153 Install Irrigation 20 days Thu 7/9/26 Wed 8/5/26
154 Install Headerboard 5 days Thu 7/9/26 Wed 7/15/26
155 Playground Installation 25 days Fri 6/19/26 Thu 7/23/26
156 Fine Grade at Asphalt Areas 4 days Fri 7/24/26 Wed 7/29/26
157 Place Asphalt 2 days Thu 7/30/26 Fri 7/31/26
158 Striping 3 days Mon 8/3/26 Wed 8/5/26
159 Planting 20 days Mon 8/3/26 Fri 8/28/26
May '24 Jun '24 Jul '24 Aug '24 Sep '24 Oct '24 Nov '24 Dec '24 Jan '25 Feb '25 Mar '25 Apr '25 May '25 Jun '25 Jul '25 Aug '25 Sep '25 Oct '25 Nov '25 Dec '25 Jan '26 Feb '26 Mar '26 Apr '26 May '26 Jun '26 Jul '26 Aug '26 Sep '26
Project: El Granada Schedule_D
Date: Wed 5/8/24
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Split
Milestone
Summary
Project Summary
Inactive Task
Inactive Milestone
Inactive Summary
Manual Task
Duration-only
Manual Summary Rollup
Manual Summary
Start-only
Finish-only
External Tasks
External Milestone
Deadline
Progress
Manual Progress
Page 5



RODAN BUILDERS, INC.

QUATTROCCHI KWOK ARCHITECTS
838 Fifth Street, Suite 100, Petaluma, CA 94954
East Bay:
50 Hegenberger Loop, Suite 102L, Oakland, CA 94621
(707) 378-4929

REGISTERED PROFESSIONAL ENGINEER — AARON JOBSON — LICENSE #C39063 — EXPIRES 8-31-2025 — STATE OF COLORADO

SIGNED: MAR 18, 2024

EL GRANADA ELEMENTARY SCHOOL

MODERNIZATION PHASE II

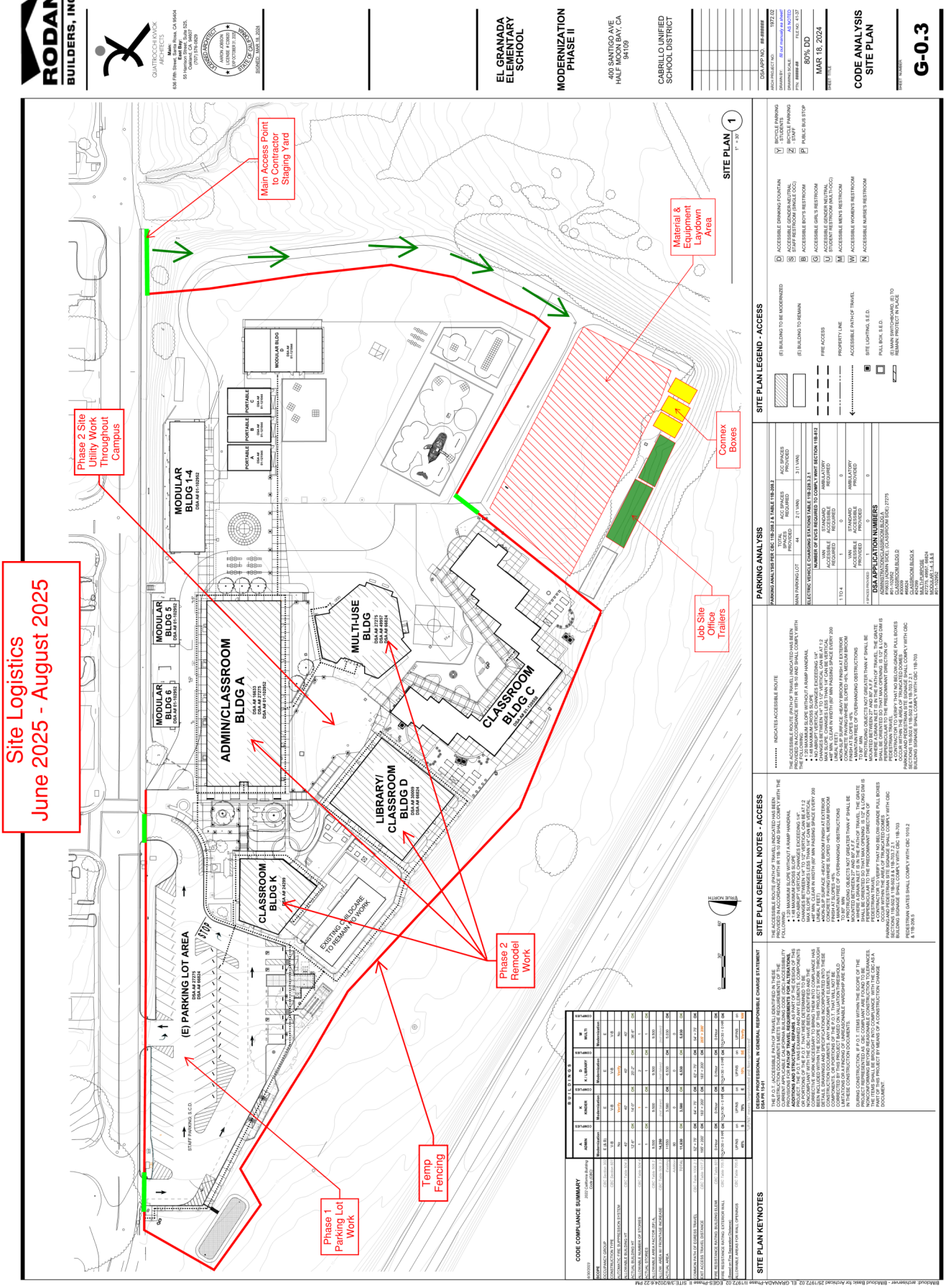
400 SANTIGO AVE HALF MOON BAY, CA 94109

CABRILLO UNIFIED SCHOOL DISTRICT

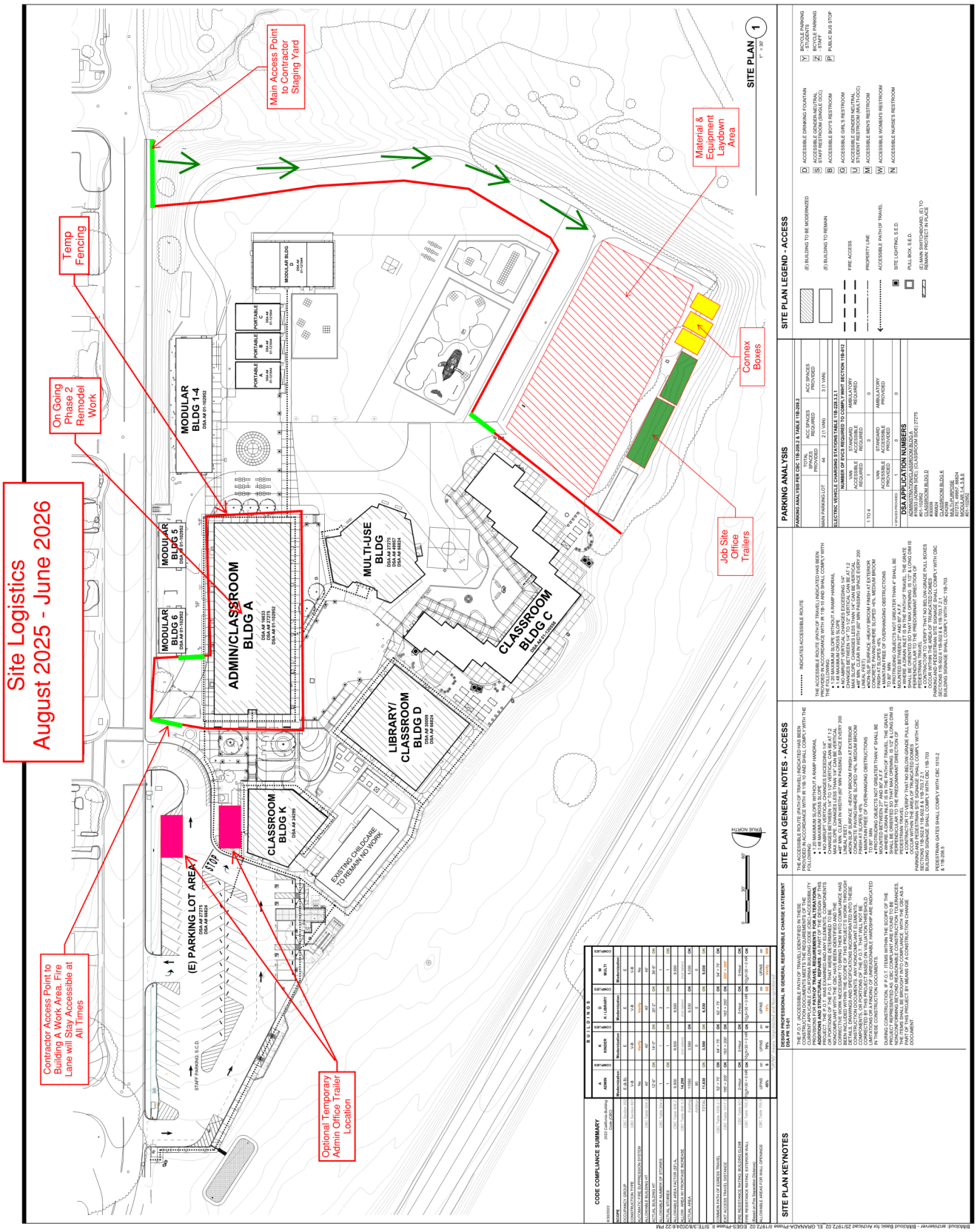
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DRAWN BY:
CHECKED BY:
DATE: MARCH 18, 2024
FILE#: 4137
80% DD
MAR 18, 2024

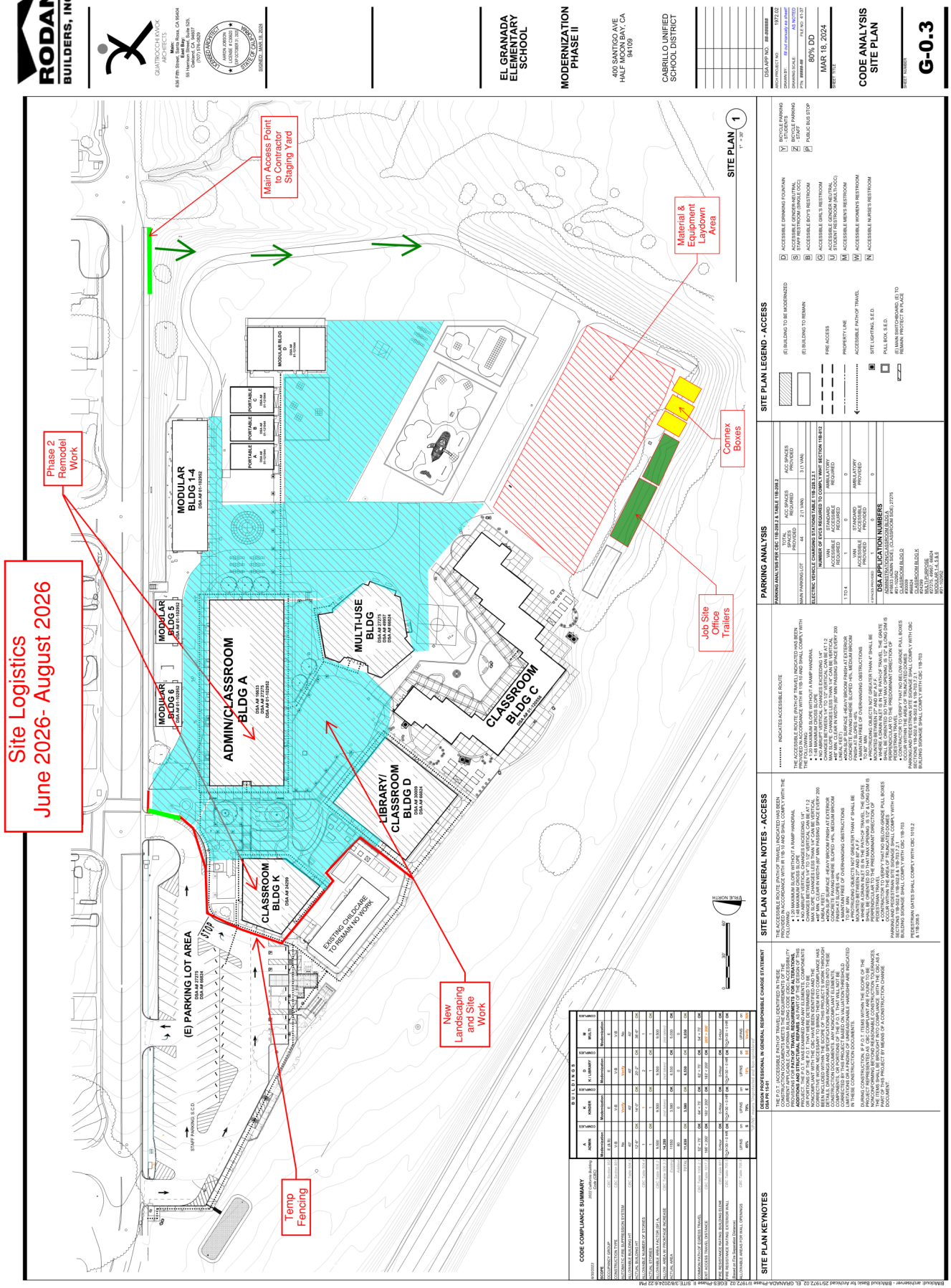
CODE ANALYSIS SITE PLAN

SHEET NUMBER
G-0.3


Site Logistics
June 2025 - August 2025
Main Access Point to Contractor Staging Yard
Phase 2 Site Utility Work Throughout Campus
Material & Equipment Laydown Area
Connex Boxes
Job Site Office Trailers
Phase 2 Remodel Work
Temp Fencing
Phase 1 Parking Lot Work
(E) PARKING LOT AREA
STAFF PARKING, S.C.D.
EXISTING CHILDCARE TO REMAIN TO WORK
ADMIN/CLASSROOM BLDG A
CLASSROOM BLDG K
LIBRARY/ CLASSROOM BLDG D
MULTI-USE BLDG
CLASSROOM BLDG C
MODULAR BLDG 1-4
MODULAR BLDG 5
MODULAR BLDG 6
PORTABLE A
PORTABLE B
PORTABLE C
MODULAR BLDG D
SITE PLAN 1
1" = 30'
SITE PLAN LEGEND - ACCESS
PARKING ANALYSIS
SITE PLAN GENERAL NOTES - ACCESS
SITE PLAN KEYNOTES
CODE COMPLIANCE SUMMARY
DESIGN PROFESSIONAL IN GENERAL RESPONSIBLE CHARGE STATEMENT
RODAN BUILDERS, INC.
QUATTROCCHI KWOK ARCHITECTS
EL GRANADA ELEMENTARY SCHOOL
MODERNIZATION PHASE II
400 SANTIGO AVE. HALF MOON BAY, CA 94109
CABRILLO UNIFIED SCHOOL DISTRICT
CODE ANALYSIS SITE PLAN
G-0.3
80% DD
MAR 18, 2024

APPENDIX | SITE LOGISTICS PLAN | AUGUST 2025-JUNE 2026




Site Logistics
June 2026- August 2026
Main Access Point to Contractor Staging Yard
Material & Equipment Laydown Area
Phase 2 Remodel Work
Connex Boxes
Job Site Office Trailers
New Landscaping and Site Work
Temp Fencing
MODULAR BLDG 1-4
MODULAR BLDG 5
MODULAR BLDG 6
ADMIN/CLASSROOM BLDG A
MULTI-USE BLDG
CLASSROOM BLDG C
LIBRARY/ CLASSROOM BLDG D
CLASSROOM BLDG K
(E) PARKING LOT AREA
EXISTING CHILDCARE TO REMAIN NO WORK
SITE PLAN 1
1" = 30'
SITE PLAN KEYNOTES
SITE PLAN GENERAL NOTES - ACCESS
PARKING ANALYSIS
SITE PLAN LEGEND - ACCESS
CODE COMPLIANCE SUMMARY
DSA APPLICATION NUMBERS
EL GRANADA ELEMENTARY SCHOOL
MODERNIZATION PHASE II
400 SANTIGO AVE HALF MOON BAY, CA 94109
CABRILLO UNIFIED SCHOOL DISTRICT
80% DD
MAR 18, 2024
CODE ANALYSIS SITE PLAN
G-0.3



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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
Amber Lee-Alva

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Carmen Daniel
Kimberly Hines
Sophia Layne

MEMORANDUM

MEETING DATE: June 13, 2024
TO: Members of the Governing Board
FROM: Martha Ladd, Director of Educational Support Services
CATEGORY: Consent/Action
ITEM TITLE: Approval of Agreement for Special Services with Atkinson, Adelson, Loya, Ruud & Romo

BACKGROUND INFORMATION

The Special Education Services branch of the Educational Support Services Department is requesting Cabrillo Unified School District's Governing Board approval of a special services contract with Atkinson, Adelson, Loya, Ruud, & Romo. This contract will cover a specific and limited set of consultation services regarding complex Special Education law.

FISCAL ANALYSIS

The contract is proposed to cover specific and limited consultation services.

RECOMMENDATION

Approve the agreement for special services with Atkinson, Adelson, Loya, Ruud, & Romo.

AGREEMENT FOR SPECIAL SERVICES

I. PARTIES

This Agreement for Special Services ("Agreement") is entered into by and between the law firm of ATKINSON, ANDELSON, LOYA, RUUD & ROMO, a professional corporation, hereinafter referred to as the "Law Firm" and, CABRILLO UNIFIED SCHOOL DISTRICT, hereinafter referred to as "DISTRICT."

II. PURPOSE

The DISTRICT desires to retain and engage Law Firm to perform legal and, upon request, non-legal consultant services on the DISTRICT's behalf. Law Firm accepts this engagement on the terms and conditions contained in this Agreement.

III. TERMS AND CONDITIONS

A. Fees for Services

1. Standard Hourly Rate Services

DISTRICT agrees to pay the Law Firm at the following standard hourly rates:

Senior Partners	$355
Partners/Senior Counsel	$335
Senior Associates	$320
Associates	$310
Non-Legal Consultants	$230
Senior Paralegals/Law Clerks	$210
Paralegals/Legal Assistants	$200

2. Fixed Fee Services

DISTRICT agrees to pay the Law Firm a fixed fee for the following services:

A full day of training (up to 8 hours)	$6,500
A half day of training (up to 4 hours)	$5,000

A two-hour training	$4,000
A one-hour training	$3,000

The Law Firm may modify legal services rates effective July 1st of any year by providing at least thirty (30) days' written notice to District Office; however, should the District object in writing to the modified rates within the thirty (30) day period, no change will be made until the rate is mutually agreed to by the parties.

3. Fee Arrangements for Specialized Legal Services

For specialized litigation and transactional services in the areas of construction, procurement, technology, prevailing wage, real property, CEQA, mitigation negotiations, school and college finance, tax, bankruptcy, copyright, non-profit organizations, immigration and appellate law, the DISTRICT agrees to pay Law Firm at rates higher than the standard hourly rates for special projects or particular scopes of work. The Law Firm shall inform the DISTRICT of the rates for specialized services and the Superintendent or designee shall agree to such rates in writing prior to any billings for specialized legal services by the Law Firm.

4. Costs and Expenses

In addition to the fees described above, the DISTRICT agrees to pay a three percent (3%) "administrative fee" calculated and based on the total monthly billed fees to cover certain operating expenses of the Law Firm incurred in providing services to the DISTRICT. This administrative fee is in lieu of charging the DISTRICT for Westlaw, photocopies, automobile mileage, parking, facsimiles, telephone, document preparation, and postage.

Costs relating to fees charged by third parties retained to perform services ancillary to the Law Firm's representation of DISTRICT are not included in the administrative fee and are charged separately. These include, but are not limited to, deposition and court reporter fees, transcript costs, witness fees (including expert witnesses), process server fees, and other similar third party fees. The Law Firm shall not be obligated to advance costs on behalf of the DISTRICT; however, for purposes of convenience and in order to expedite matters, the Law Firm reserves the right to advance costs on behalf of the DISTRICT with the prior approval of the Superintendent or designee in the event a particular cost item exceeds $2,000.00 in amount, and without the prior approval of the Superintendent or designee in the event a particular cost item totals $2,000.00 or less.

If the Law Firm retains, with authorization from the DISTRICT, experts or outside consultants for the benefit of the DISTRICT, rather than the DISTRICT contracting directly with any expert or outside consultant, the DISTRICT agrees to pay a five percent (5%) "consultant processing fee" in addition to the actual costs paid by the Law Firm to the expert or outside consultant in order to offset related costs to the Law Firm resulting from administering and initially paying such expert and outside consultant fees on behalf of the DISTRICT. This fee shall not apply to the services of Law Firm-provided non-legal consultants as set forth in paragraph F., below.

B. Billing Practices

1. A detailed description of the work performed and the costs and expenses advanced by the Law Firm will be prepared on a monthly basis as of the last day of the month and will be mailed to the DISTRICT on or about the 15th of the following month, unless other arrangements are made. Payment of the full amount due, as reflected on the monthly statement, will be due to the Law Firm from the DISTRICT by the 10th of the month following delivery of the statement, unless other arrangements are made. In the event that there are funds of the DISTRICT in the Law Firm's Trust Account at the time a monthly billing statement is prepared, funds will be transferred from the Law Firm's Trust Account to the Law Firm's General Account to the extent of the balance due on the monthly statement and a credit will be reflected on the monthly statement. Any balance of fees or costs advanced remaining unpaid for a period of 60 days will be subject to a 1% per month service charge.

2. The Law Firm shall bill in one-quarter hour increments.

3. Certain tasks shall be billed at established minimum time increments. These include: (a) telephone conference (.25 hour), (b) electronic correspondence (.25 hour), (c) standard written correspondence (.50 hour), (d) provide a document (.50 hour)

4. The Law Firm may charge the full hourly rate to more than one client for services provided concurrently during the same time period. For example, in the course of traveling to the DISTRICT or while providing legal services at the DISTRICT, it may be necessary for the Law Firm to provide billable services to other clients.

5. DISTRICT agrees to review the Law Firm's monthly statements promptly upon receipt and to notify the Law Firm, in writing, with respect to any disagreement with the monthly statement. Failure to communicate written disagreement with the Law Firm's monthly statement within thirty (30) days of the DISTRICT's receipt thereof shall be deemed to signify the DISTRICT's agreement that the monthly billing statement accurately reflects the services performed; and the proper charge for those services.

6. After the conclusion of a particular engagement (e.g. an investigation) should a need arise for the Firm to respond to any subpoena or discovery, to provide testimony at deposition, trial or arbitration, or to otherwise perform services with respect to any matter relating to or arising out of that engagement, the DISTRICT shall compensate the Firm at its then applicable rates for time expended, including all required preparation time.

C. Termination of Representation on a Particular Matter

The Law Firm reserves the right to discontinue the performance of legal services on behalf of the DISTRICT on a particular matter upon the occurrence of any one or more of the following events:

1. Upon order of a court of law requiring the Law Firm to discontinue the performance of legal services;

2. Upon a determination by the Law Firm in the exercise of its reasonable and sole discretion, that state or federal legal ethical principles require it to discontinue the performance of legal services;

3. Upon a failure of the DISTRICT to perform any of the DISTRICT's obligations with respect to the payment of the Law Firm's fees, costs or expenses as reflected on the monthly bill;

4. Upon a failure of the DISTRICT to perform any of the DISTRICT's obligations with respect to the duty of cooperation with the Law Firm in connection with the Law Firm's representation of the DISTRICT.

In the event that the Law Firm ceases to perform services for the DISTRICT on a matter, the DISTRICT agrees that it will promptly pay to the Law Firm any and all unpaid fees and costs advanced, and retrieve all of its files, signing a receipt therefor. Further, the DISTRICT agrees that, with respect to any litigation where the Law Firm has made an appearance in a court of law on its behalf, the DISTRICT will promptly execute an appropriate Substitution of Attorney form. Any termination of Law Firm's representation on such a matter may be subject to approval by the applicable court of law.

D. Consent to Joint Representation

The DISTRICT acknowledges that from time to time Law Firm may be asked to perform legal services on a matter affecting two or more public education local agencies. In such situations before proceeding with representation, Law Firm shall seek separate written consent to joint representation from all involved parties if permissible according to ethical principles applicable to attorneys. The DISTRICT acknowledges that it is often in the best interest of the DISTRICT for such representation to commence without undue delay which may result from waiting until a regularly-scheduled Board meeting. Therefore, pursuant to Education Code section 7, the Governing Board of the DISTRICT hereby delegates to the Superintendent or designee authority to consent to joint representation in the circumstances described in this paragraph.

E. Client Cooperation.

The DISTRICT agrees to fully cooperate with the Law Firm in connection with the Law Firm's representation of the DISTRICT, including but not limited to, attending mandatory court hearings and other appearances, making its employees and officials available, and providing accurate information documentation necessary to enable the Law Firm to adequately represent the DISTRICT.

F. Services performed by Law Firm-provided Non-legal Consultants

The Law Firm has an affiliation with non-legal consultants who are available to provide services in areas including, but not limited to, personnel/business office audits, human resources/collective bargaining consultation, special education consultation, public/employee relations surveys and communications, media and public relations, budget analysis/support services, instructional coaching/counseling at school improvement sites, leadership coaching, board/superintendent relations and best practices, and interim management placement.

Because the Law Firm has a financial interest in the DISTRICT's use of these affiliated non-legal consultants, the rules of the State Bar of California require that the DISTRICT provide its informed written consent to this arrangement to prior to utilizing these services. Execution of

this Agreement shall be deemed "informed consent" for the purpose of this paragraph. The DISTRICT is hereby advised that it may seek the advice of an independent attorney of your choice prior to providing such written consent.

Please also be advised that because the services of these non-legal consultants are provided to the DISTRICT outside of the attorney-client relationship, communications with these non-legal consultants will not be protected from disclosure by the attorney-client privilege.

G. Consent to Law Firm Communication

As part of our commitment to client service, the Law Firm will send the DISTRICT periodic alerts on case developments and legislative changes, and notices of breakfast briefings, conferences, and other training opportunities designed to help the DISTRICT with daily legal concerns. The Law Firm will send those and other additional service notices to the DISTRICT via regular mail and/or electronic mail at the email address which you designate or the email used in your daily communications with us. By execution of this Agreement, the DISTRICT and designated contact(s) consent to receive such communications by electronic mail subject to the right to unsubscribe at any time.

H. Identification of Insurance Coverage

With respect to insurance coverage for any matters covered by the scope of services under this Agreement, you agree that it is your own responsibility, rather than the Law Firm's responsibility, to identify potential insurance coverage and to tender legal matters to any appropriate insurance companies that may insure you. If you desire that the Law Firm become involved in identifying potential insurers and/or the tender of legal disputes, then a separate written agreement between you and the Law Firm to that effect will be required.

I. Miscellaneous

1. The Law Firm maintains errors and omissions insurance coverage applicable to the services to be rendered.

2. The parties agree that the Law Firm, while engaged in carrying out and complying with any of the terms and conditions of this Agreement, is an independent contractor and is not an employee of the DISTRICT.

3. After a file on a matter is closed, the DISTRICT has a right to request the Law Firm to return the file to the DISTRICT. Absent such a request, the Law Firm shall retain the file on the DISTRICT's behalf.

IV. BINDING ARBITRATION

If any dispute arises out of, or related to, a claimed breach of this agreement, the professional services rendered by attorneys, or any other disagreement of any nature, type, or description, regardless of the facts or the legal theories which may be involved, including attorney malpractice, breach of fiduciary duty, misrepresentation, or conflict of interest, such dispute shall be resolved by confidential and binding arbitration upon the written request of one party after service of that request on the other party.

There are significant advantages and disadvantages of binding arbitration. The parties shall agree on an arbitrator with special skills and experience to hear and determine the dispute unlike in a court proceeding where a judge is assigned. If the parties cannot agree, then the Superior Court of Los Angeles County shall choose an impartial arbitrator whose decision shall be final and conclusive on all matters.

The parties shall each have the right of discovery in accordance with Code of Civil Procedure Section 1283. Arbitrations conducted pursuant to this agreement permit the same discovery rights as in a court proceeding. Each party shall bear their own costs and attorney fees, including payments to the arbitrator which can be significantly more costly than the filing fee in Court proceedings where costs may be awarded to the prevailing party. Each party to this agreement waives and therefore gives up important constitutional rights in arbitration as the arbitrator's decision is final. There is no right to appeal to challenge any errors made in the arbitration proceeding. Unlike court proceedings, arbitration proceedings are conducted privately and the outcome will remain confidential. There is no right to a trial by a judge or jury of one's peers. There is no limitation on the type of monetary damage that can be awarded by the arbitrator. The client is advised that the client has the right to have an independent lawyer of client's choice review this arbitration provision.

V. DURATION

This Agreement shall commence July 1, 2024 and terminate on June 30, 2025 and shall thereafter continue from month to month at the then current rate schedules until modified in writing by agreement between the Law Firm and the DISTRICT up to a maximum of five (5) years duration per Education Code section 17596.

Either the DISTRICT or the Law Firm may terminate this Agreement on thirty (30) days' written notice.

"Law Firm"

ATKINSON, ANDELSON, LOYA, RUUD & ROMO

Dated: May 23, 2024

By: _____
Kathryn E. Meola

"DISTRICT"

CABRILLO UNIFIED SCHOOL DISTRICT

Dated: _____

By: _____
Sean McPhetridge, Ed.D.
Superintendent

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
Amber Lee-Alva

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Carmen Daniel
Kimberly Hines
Sophia Layne

MEMORANDUM

MEETING DATE: June 13, 2024
TO: Members of the Governing Board
FROM: J Jesús Contreras, Ed.D., Deputy Superintendent of Business Services
CATEGORY: Consent/Action Public Hearing
ITEM TITLE: Approval of Agreement for Professional Services with the Law Firm Dannis Woliver Kelley Attorneys at Law for 2024-25 and 2025-26 School Years

BACKGROUND INFORMATION

The Cabrillo Unified School District (CUSD) has a well-established, long-standing partnership with the DWK Attorneys at Law firm. DWK has provided legal counsel to CUSD across a broad range of fields and expertise. As part of the agreement, DWK commits to maintain rates for the two-year period object of this agreement (2024-2025 and 2025-2026 school years).

FISCAL ANALYSIS

General Fund, Bond, State, and Federal Special Education funding mechanisms are used to pay for DWK's legal advice and representation.

RECOMMENDATION

This is an opportunity for the Board to review and approve the proposed Agreement for Professional Services.

DWK
DANNIS WOLIVER KELLEY
Attorneys at Law

GREGORY J. DANNIS
Attorney at Law
gdannis@DWKesq.com

San Francisco

SAN FRANCISCO
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Suite 400
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TEL 415.543.4111
FAX 415.543.4384

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Long Beach, CA 90802
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FAX 562.366.8505

SAN DIEGO
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San Diego, CA 92101
TEL 619.595.0202
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CHICO
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Suite 370-A
Chico, CA 95928
TEL 530.343.3334
FAX 530.924.4784

SACRAMENTO
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Sacramento, CA 95814
TEL 916.978.4040
FAX 916.978.4039

EAST BAY
2087 Addison Street
2nd Floor
Berkeley, CA 94704
TEL 510.345.6000
FAX 510.345.6100

FRESNO
7170 N Financial Drive
Suite 135
Fresno, CA 93720
TEL 559.388.5802
FAX 559.388.5803

www.DWKesq.com

May 13, 2024

VIA EMAIL

Sean McPhetridge, Ed.D.
Superintendent
Cabrillo Unified School District
498 Kelly Avenue
Half Moon Bay, CA 94019

Re: 2024-2026 Agreement for Professional Services

Dear Dr. McPhetridge:

For almost five decades, DWK has provided quality legal advice and wise counsel to California school and community college districts. Our reward in this worthy endeavor is the opportunity to be your partner in achieving your core mission to educate and prepare all children and young adults to be responsible, mindful citizens in the global marketplace of ideas.

Together, we have confronted and overcome a multitude of challenges from the local to the global and have stood by your side to help you change course repeatedly, pivot often and innovate in the moment. We remain your steadfast allies and will continue to support you with our full range of expertise to provide excellent education programs to millions of California students even in the face of a mercurial economy.

Attached is our Agreement for Professional Services for the 2024-2025 and 2025-2026 school years ("Agreement"). Our rate ranges have remained unchanged since 2022. With this Agreement, the top end of our attorney rate ranges is increasing by approximately five percent (5%) with one attorney's rate (Greg Dannis) increasing by eight percent (8%). Non-attorney rates (i.e., law clerks and paralegals) are also increasing by up to eight percent (8%). We agree to maintain these ranges for the two-year term of our Agreement. This means there will be no changes to the billing ranges during this time period; however, individual attorney hourly rates may be adjusted within the existing ranges during the term of the Agreement.

We look forward to serving the District in the coming school years and continuing our mutually rewarding partnership. Please sign the attached Agreement, insert the date of Board approval, and return to the undersigned via email.

Very truly yours,

Dannis Woliver Kelley

Gregory J. Dannis

GJD:jk

AGREEMENT FOR PROFESSIONAL SERVICES

This Agreement is made and entered into on May 13, 2024, by and between the Cabrillo Unified School District, hereinafter referred to as District, and Dannis Woliver Kelley, a professional corporation, hereinafter referred to as Attorney.

In consideration of the promises and the mutual agreements hereinafter contained, District and Attorney agree as follows:

SCOPE OF SERVICES. District appoints Attorney to represent, advise, and counsel it from July 1, 2024, through and including June 30, 2026, and continuing thereafter as approved. Any services performed during the period between the above commencement date and the date of governing board action approving this Agreement are hereby ratified by said governing board approval.

Attorney agrees to prepare periodic reviews of relevant court decisions, legislation, and other legal issues. Attorney agrees to keep current and in force at all times a policy covering incidents of legal malpractice. Nothing in this Agreement and nothing in Attorney's statements to District should be construed as a promise or guarantee about the outcome of any matter.

DISTRICT DUTIES. District shall be truthful with Attorney, cooperate with Attorney, keep Attorney informed of developments, ensure access for Attorney to communicate with the District's governing board as appropriate, perform the obligations it has agreed to perform under this Agreement and pay Attorney bills in a timely manner.

FEES AND BILLING PRACTICES. Except as hereinafter provided, District agrees to pay Attorney at the following hourly rates: three hundred ninety-five dollars ($395) to four hundred seventy-five dollars ($475) for Shareholder Emeritus; two hundred sixty-five dollars ($265) to three hundred ninety-five dollars ($395) for Shareholders and Of Counsel; two hundred forty-five dollars ($245) to three hundred fifteen dollars ($315) for Special Counsel; one hundred ninety-five dollars ($195) to two hundred seventy-five dollars ($275) for Associates; one hundred thirty dollars ($130) to one hundred ninety-five dollars ($195) for Law Clerks; and one hundred thirty dollars ($130) to two hundred ten dollars ($210) per hour for Paralegals. Rates for individual attorneys and paralegals may vary within the above ranges depending on the level of experience and qualifications and the nature of the legal services to be provided with the exception of Greg Dannis whose hourly rate shall be $485.

Agreements for fees for legal services at other than the hourly rates set forth above may be made by mutual agreement for special projects, particular scopes of work, or for attorneys with specialized skills. The rates specified in this Agreement are subject to change at any time by Attorney following written notice to District and shall apply to all services rendered after such notice is given.

Time is billed in minimum increments of one-tenth (.1) of an hour, except the first communication (e.g., by telephone, voice-mail, e-mail, text) of any day containing substantive advice which is charged a minimum of three-tenths (.3) of an hour. Actual travel time and time spent attending in-person or remote meetings is charged at the rates above. In the course of travel for a District matter, or while attending meetings with or for District, it may be necessary for Attorney to concurrently work for and bill other clients. If, during the course of representation of District, an insurance or other entity assumes responsibility for payment of all or partial fees of Attorney on a particular case or matter, District shall remain responsible for the difference between fees paid by the other entity and Attorney's hourly rates as specified in this Agreement unless otherwise agreed by the parties.

OTHER CHARGES. District agrees to reimburse Attorney for actual and necessary expenses and costs with respect to providing the above services, including support services such as copying charges (charged at $0.10 per page), postage (only charged if in excess of $1.00), and computerized legal research and electronic record review platforms (i.e.,

Westlaw, e-discovery). District agrees that such actual and necessary expenses may vary according to special circumstances necessitated by request of District or emergency conditions which occasionally arise. Such expenses shall be provided at cost unless otherwise specified. Any discount received on such services is passed along to District by Attorney.

District further agrees to pay third parties, indirectly through Attorney, for major costs and expenses including, but not limited to, costs of serving pleadings, filing fees and other charges assessed by courts and other public agencies, arbitrators' fees, court reporters' fees, jury fees, witness fees, investigation expenses, consultants' fees, and expert witness fees. District will reimburse Attorney for such costs or may, upon agreement of District and Attorney, advance payment to Attorney for such costs and expenses.

Occasionally Attorney may provide District officials and/or employees with food or meals at Attorney-sponsored trainings or when working with District officials and/or employees. Attorney may provide such food or meals without additional charge in exchange for the consideration provided by the District under this Agreement.

BILLING STATEMENT. Attorney shall send District a statement for fees and costs every calendar month. Attorney's statements shall clearly state the basis thereof, including the amount, rate and basis for calculations or other methods of determination of Attorney's fees. Upon District's request for additional statement information, Attorney shall provide a bill to District no later than ten (10) days following the request. District is entitled to make subsequent requests for bills at intervals of no less than thirty (30) days following the initial request. District shall pay Attorney's statements within thirty (30) days after each statement's date.

ARBITRATION OF FEE DISPUTE. In order to avoid litigation in the event of any dispute concerning billings, it is agreed that any such dispute shall be submitted exclusively to binding arbitration before the American Arbitration Association. The arbitrator shall determine the rights and obligations of the parties according to the substantive and procedural laws of California. You acknowledge that by agreeing to arbitration, you are giving up the right to a jury trial. Judgement on any arbitration award may be entered by any court of competent jurisdiction.

INDEPENDENT CONTRACTOR. It is expressly understood and agreed to by both parties that Attorney, while carrying out and complying with any of the terms and conditions of this Agreement, is an independent contractor and is not an employee of the District. Attorney does not anticipate that in the course and scope of performing legal services it will have any interaction with any pupil that is not under the immediate supervision and control of a District employee or a pupil's parent or guardian. If District requests legal services in which Attorney will have unsupervised interaction with pupils, Attorney will comply with any applicable fingerprinting, background check, vaccine, or testing requirements.

CONSENT TO USE OF ELECTRONIC COMMUNICATION AND CLOUD SERVICES. To provide District with efficient and convenient legal services, Attorney will communicate and transmit documents using electronic communication services. Because electronic communication continues to evolve, there may be risks communicating in this manner, including risks related to confidentiality and security. By entering into this Agreement, District is consenting to such use of electronic communication services with District and District's representatives and agents. In addition, Attorney uses cloud computing services with servers located in a facility other than Attorney's office. Most of Attorney's electronic data, including emails and documents, are stored in this manner. By entering into this Agreement, District understands and consents to having communications, documents and information pertinent to the District's matters stored through such cloud-based services.

FILE RETENTION. Attorney will retain files related to representation of District for a minimum period of seven (7) years after the conclusion of the Attorney's services for District. During this period, Attorney may retain such files exclusively in digital format and may destroy original paper documents provided by the District after they are digitized unless requested by the District to return the originals. At the expiration of the seven (7)-

year period, Attorney may destroy such files, including paper or digital copies, unless District notifies Attorney in writing that District wishes to take possession of them. Attorney agrees to provide a digital copy of all files related to representation of District upon District's request, excluding Attorney's internal files (e.g., administrative records and attorney work product, including drafts, notes, internal memoranda, and research prepared for Attorney's internal use) which are the Attorney's property.

PRIVACY NOTICE OF COLLECTION OF PERSONAL INFORMATION. Attorney respects the District's privacy and aims to be transparent with District. For this reason, Attorney has adopted a privacy policy that describes all the information Attorney collects from or about District employees in the course of providing the District with legal services, as well as how Attorney uses this information and how long Attorney will retain it. Attorney's privacy policy, which also describes the District's rights as a consumer under applicable law, is accessible on Attorney's website at https://www.dwkesq.com/ccpa/. The terms and disclosures of this privacy policy are incorporated herein, and the signature on the agreement below confirms that District has read or will read Attorney's privacy policy. If the District has any questions regarding Attorney's privacy policy or its rights, the District should email Attorney at DataSecurity@dwkesq.com.

CONFLICT OF INTEREST. In some situations, where Attorney has relationships with other entities, the Rules of Professional Conduct and Business & Professions Code may require Attorney to provide disclosure or to obtain informed written consent before it can provide legal services for a client. Attorney represents many school and community college districts, county offices of education, joint powers authorities, SELPAs and other entities throughout California. The statutory and regulatory structure of the provision of education services results in many ways in which these entities interact which could result in a conflict between the interests of more than one of Attorney's clients. If Attorney becomes aware of a specific conflict of interest involving District, Attorney will comply with the legal and ethical requirements to fulfill its duties of loyalty and confidentiality to District. If District has any question about whether Attorney has a conflict of interest in its representation of District in any matter, it may contact Attorney or other legal counsel for clarification.

TERMINATION OF CONTRACT. District or Attorney may terminate this Agreement by giving reasonable written notice of termination to the other party.

COUNTERPARTS. This Agreement may be executed in duplicate originals, including facsimiles, each of which shall fully bind each party as if all had signed the same copy. Electronic copies of signatures shall be treated as originals for all purposes.

IN WITNESS WHEREOF, the parties hereto have signed this Agreement for Professional Services.

CABRILLO UNIFIED SCHOOL DISTRICT

_____ _____

Sean McPhetridge, Ed.D. Date
Superintendent

DANNIS WOLIVER KELLEY

_____ May 13, 2024

Gregory J. Dannis Date
Attorney at Law

At its public meeting of_____, 2024, the District's governing board approved this Agreement and authorized the Board President, Superintendent or Designee to execute this Agreement.

CABRILLO UNIFIED SCHOOL DISTRICT

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

SUPERINTENDENT
Amber Lee-Alva

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Carmen Daniel
Kimberly Hines
Sophia Layne

MEMORANDUM

MEETING DATE: June 13, 2024
TO: Members of the Governing Board
FROM: Amber Lee-Alva, Superintendent
CATEGORY: Consent/Action
ITEM TITLE: Approval of Governing Board Policy Updates as Recommended by the California School Boards Association and CUSD Staff

BACKGROUND INFORMATION

The Cabrillo Unified School District (CUSD) participates in the California School Boards Association's (CSBA) Policy Online and Manual Maintenance Service. One important component of this optional service is that participating districts receive a quarterly "Policy Maintenance Report" to help keep Board policies up to date and fully compliant. Most often, the proposed changes are mandate-driven. In such instances, staff will suggest that the Board waive additional readings and adopt the suggested revisions via action. In those instances, when a quarterly maintenance review indicates 1) a need for a change in a policy that provides optional courses of action or 2) the need for a new policy to address a particular issue, staff may suggest that the Board engage in a first and second reading of the document prior to considering policy adoption.

REPORT/PROPOSAL

This month, the following Board Policies are provided for adoption. These Board documents have been reviewed by appropriate staff and are submitted for your consideration. CUSD staff have further concluded that the proposed revisions reflect new laws, federal law compliance, and/or additional CSBA suggested wordsmithing that could be considered for adoption under consent items.

Board Policy 0450 - Comprehensive Safety Plan
Board Policy 0500 - Accountability
Board Policy 1160 - Political Processes
Board Policy 3516 - Emergency and Disaster Preparedness Plan
Board Policy 5116.2 - Involuntary Student Transfers
Board Policy 5131.2 - Bullying
Board Policy 5144 - Discipline
Board Bylaw 9124 - Attorney
Board Bylaw 9320 - Meetings and Notices
Board Bylaw 9321 - Closed Session

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

Approve as submitted.

CABRILLO UNIFIED SCHOOL DISTRICT
POLICY GUIDESHEET
June 13, 2024

Note: Descriptions below identify revisions made to CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes have also been made. Districts and county offices of education review the sample materials and modify their own policies accordingly.

Board Policy 0450 - Comprehensive Safety Plan

Policy updated to reference NEW LAW (SB 323, 2023) which (1) authorizes a school employee, a student's parent/guardian or educational rights holder, or a student, at specified times, to bring concerns about an individual student's ability to access disaster safety procedures described in the comprehensive safety plan to the principal, and if there is merit to the concern requires the principal to make appropriate modifications, and (2) requires comprehensive safety plans to include adaptations for students with disabilities in accordance with the federal Individuals with Disabilities Education Act and section 504 of the federal Rehabilitation Act of 1973. Additionally, the policy has been updated to clarify that portions of the comprehensive safety plan that include tactical response to criminal incidents are not required to but may be publicly disclosed.

Board Policy 0500 - Accountability

Policy updated to reflect that the U.S. Department of Education declined the California Department of Education's (CDE) waiver request that would have allowed for the continued use of modified methods for calculating the Academic and Graduation Rate Indicators, resulting in the California School Dashboard no longer including any modified methods applied to state indicators and all Dashboard Alternative School Status schools being treated the same as all other schools on the Dashboard. Policy also updated to reflect NEW LAW (SB 114, 2023) which (1) adds "long-term English learners," defined by NEW LAW (SB 141, 2023) as a student who has not attained English language proficiency within seven years of initial classification as an English learner, as a numerically significant subgroup, (2) creates a new basis for technical assistance when the district fails to meet specified data submission requirements, and (3) specifies when the California Collaborative for Educational Excellence (CCEE) will consult with the district and any provider of technical assistance to determine if assistance from CCEE is necessary.

Board Policy 1160 - Political Processes

Policy updated to reflect NEW LAW (AB 1416, 2022) which requires the ballot label or similar description of a school district (or other local government) measure on a county ballot to list, either as a supporter or an opponent of the measure, the associations, nonprofit organizations, businesses, or individuals, including current or former elected officials such as Governing Board members, who have signed the ballot argument or are listed in the text of the argument in support or opposition of the measure unless the county board of supervisors elects not to list such supporters and opponents.

Board Policy 3516 - Emergency and Disaster Preparedness Plan

Policy updated to reflect NEW LAW (SB 323, 2023) which requires school emergency and disaster preparedness plans to include adaptations for students with disabilities in accordance with the federal Individuals with Disabilities Education Act and section 504 of the federal Rehabilitation Act of 1973.

Board Policy 5116.2 - Involuntary Student Transfers

Policy updated to clarify that the policy only addresses involuntary transfers to other schools within the district, add that the determination of where to transfer a student who is the subject of involuntary transfer include a review of the programs to which the student may be involuntarily transferred, provide that the Superintendent or designee ensure that involuntary transfers are made in a nondiscriminatory manner, and reflect NEW CALIFORNIA DEPARTMENT OF EDUCATION GUIDANCE regarding legal requirements and recommended best practices governing voluntary and involuntary students transfers. Policy also updated to clarify requirements for an involuntary transfer of a student who has been convicted of a violent felony or a misdemeanor associated with possession of a firearm, an involuntary transfer to a continuation education program or class within the district, or an involuntary transfer to a community day school within the district. Additionally, policy updated to include information regarding notice and disclosure requirements.

Board Policy 5131.2 - Bullying

Policy updated to reflect NEW LAW (AB 1078, 2023) which requires that the district's policy prohibiting discrimination, harassment, intimidation, and bullying include a statement that the policy applies to all acts of the Governing Board and Superintendent in enacting policies and procedures that govern the district. Policy also updated to reference NEW U.S. DEPARTMENT OF EDUCATION GUIDANCE addressing discrimination, and reflect CSBA's policy brief, "School Safety: Bullying and Cyberbullying," which encourages district families to model respectful behavior, contribute to a safe and supportive learning environment, and monitor potential causes of bullying.

Board Policy 5144 - Discipline

Policy updated to reflect NEW LAW (SB 291, 2023) which, beginning with the 2024-25 school year, prohibits a school staff member from denying a student's recess unless the student's participation poses an immediate threat to the physical safety of the student or one or more of the student's peers. Additionally, policy updated to clarify that the Governing Board may, but is not required, to review approved discipline rules for consistency with Board policy and state law. In addition, policy updated to include interventions and supports to students as a priority in determining appropriate discipline.

Board Bylaw 9124 - Attorney

Bylaw updated to revise the first philosophical paragraph to recognize the need to provide legal representation to the district and the importance of cost-effective legal advice and services, clarify that the Governing Board may appoint and fix and order paid legal counsel’s compensation, expand the types of entities that the Board may contract with to serve as legal counsel, and reflect that the Board supports pursuing collaborative legal efforts with other districts as well as other government agencies as appropriate. Bylaw also updated to clarify that districts may, but are not required, to initiate a Request for Proposals to advertise and solicit proposals for legal services, and that districts may consider the attorney’s, firm’s, and/or entity’s relevant legal reputation when evaluating such attorneys, firms, and/or entities. Additionally, bylaw updated to reflect that any attorney representing the district is required to be admitted to practice law in California.

Board Bylaw 9320 - Meetings and Notices

Bylaw updated to clarify that a study session, retreat, public forum, or discussion meeting of the Governing Board must either be held as a regular or special Board meeting. Additionally, bylaw updated to reflect NEW LAW (AB 557, 2023) which extended and modified the ability of a Board member to join a meeting by teleconference due to just cause or emergency circumstances or during a proclaimed state of emergency. In addition, bylaw updated to remove outdated COVID-19 related requirements. Bylaw also updated for clarity, precision, organization, and consistency.

Board Bylaw 9321 - Closed Session

Bylaw updated to reflect appellate court ruling in Fowler v. City of Lafayette, which clarified that when an item is agendized in closed session based on a threat of litigation made by a person outside of an open meeting and a district official or employee receiving knowledge of the threat made a record of the statement before the meeting, that statement is required to be made available to the public. Bylaw also updated to reference accompanying Exhibit (1) for specific agenda descriptions for closed session items and accompanying Exhibit (2) for descriptions to report out of specified closed session items. Additionally, Bylaw updated for clarity, precision, and consistency.

Policy 0450: Comprehensive Safety

Status: DRAFT

Original Adopted Date: 12/11/2008 | **Last Revised Date:** 04/13/2023 | **Last Reviewed Date:** TBD

The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

The school site council at each district school shall develop a comprehensive school safety plan relevant to the needs and resources of that particular school. New school campuses shall develop a **comprehensive** safety plan within one year of initiating operations. (Education Code 32281, 32286)

The **comprehensive** school safety plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site.

The comprehensive safety plan(s) shall be reviewed and updated by March 1 of each year and forwarded to the Board for approval. (Education Code 32286, 32288)

The Board shall review the comprehensive safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation and shall approve the plan(s) at a regularly scheduled meeting.

By October 15 of each year, the Superintendent or designee shall notify the California Department of Education (CDE) of any schools that have not complied with the requirements of Education Code 32281. (Education Code 32288)

Tactical Response Plan

Notwithstanding the process described above, any portion of a comprehensive safety plan that addresses tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to safeguard students and staff, secure affected school premises, and apprehend criminal perpetrator(s), shall be developed by ~~district administrators~~ **the Superintendent or designee** in accordance with Education Code 32281. In developing such strategies, ~~district administrators~~ **the Superintendent or designee** shall consult with law enforcement officials and with representative(s) of employee bargaining unit(s), if they choose to participate.

When reviewing the tactical response plan, the Board may meet in closed session to confer with law enforcement officials and approve the tactical response plan, provided that any vote to approve the tactical response plan is announced in open session following the closed session. (Education Code 32281)

Safety Plan(s) Access and Reporting

The Superintendent or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282)

However, those portions of the comprehensive safety plan that include tactical responses to criminal incidents ~~shall~~ **need** not be publicly disclosed.

The Superintendent or designee shall share the comprehensive safety plans and any updates to the plans with local law enforcement, the local fire department, and other first responder entities. (Education Code 32281)

The Superintendent or designee shall also provide data to CDE pertaining to lockdown or multi-option response drills conducted at district schools in accordance with Education Code 32289.5. (Education Code 32289.5)

Policy 0500: Accountability

Status: DRAFT

Original Adopted Date: 12/11/2008 | **Last Revised Date:** 03/08/2018 | **Last Reviewed Date:** TBD

The Governing Board recognizes its responsibility to ensure accountability to the public for the performance of the **district and each** district school~~s~~. The Board shall regularly review the effectiveness of district programs, personnel, and fiscal operations, with a focus on the ~~district's effectiveness in improving~~ **capacity to improve** student achievement. The Board shall establish appropriate processes and measures to monitor results and to evaluate progress toward accomplishing the district's vision and goals set forth in the local control and accountability plan (LCAP).

District and school performance shall be annually evaluated based on multiple measures specified in the California Accountability and Continuous Improvement System as reported on the California School Dashboard.

~~The district's alternative schools serving high-risk student populations, including continuation high schools, opportunity schools, community day schools, and nonpublic, nonsectarian schools pursuant to Education Code 56366, shall be subject to an alternative accountability system established by the Superintendent of Public Instruction. (Education Code 52052, 56366)~~

The district and each district school shall demonstrate comparable improvement in academic achievement for all numerically significant student subgroups. Numerically significant subgroups include ethnic subgroups, socioeconomically disadvantaged students, English learners, **long-term English learners,** students with disabilities, foster youth, and ~~homeless~~ students **experiencing homelessness**, when the subgroup consists of at least 30 students with a valid test score or 15 foster youth**, long-term English learners,** or ~~homeless~~ students **experiencing homelessness**. (Education Code 52052)

The Superintendent shall provide regular reports to the Board and the public regarding district and school performance. Opportunities for feedback from students, parents/guardians, staff, and community members shall be made available as part of any review and evaluation of district programs and operations and as part of the development or annual update of the LCAP.

Evaluation results may be used as a basis for revising district or school goals, updating the LCAP or other comprehensive plans, identifying and developing strategies to address disparities in achievement among student subgroups, implementing programmatic changes, determining the need for additional support and assistance, awarding incentives or rewards, and establishing other performance-based consequences.

The district shall accept technical assistance or other intervention that may be required pursuant to Education Code 52071 or 52072. If the County Superintendent of Schools is required to provide technical assistance to the district, the district shall accept the technical assistance by providing timely documentation to, and maintaining regular communication with, the County Superintendent. (Education Code 52071)

Policy 1160: Political Processes

Status: ADOPTED

Original Adopted Date: 12/11/2008 | **Last Revised Date:** 05/12/2011 | **Last Reviewed Date:** TBD

The Governing Board has a responsibility to actively advocate fiscal and public policy that supports the district's schools and the children in the community. The Board shall be proactive in defining the district's advocacy agenda based on the district's vision and goals and the needs of the district and community. The Board's advocacy efforts shall be conducted in accordance with legal requirements.

Ballot Measures/Candidates

No district funds, services, supplies, or equipment shall be used to urge the support or defeat of any ballot measure or candidate, including any candidate for election to the Board. (Education Code 7054)

The Board may discuss and study the potential effect of proposed or qualified ballot measures on the district's schools at an open and agendized Board meeting. The Board's discussion of the effect of such measures shall include an opportunity for staff and members of the public to speak on all sides of the issue. At that meeting, the Board may adopt a position or resolution in support of or in opposition to a ballot measure. The language in any resolution adopted by the Board shall not urge the public to take any action regarding the measure.

The Board's position on a ballot measure, including any resolution, shall be publicized only through normal district procedures and consistent with regular district practice for reporting Board actions. Such publicity shall be for informational purposes and shall not attempt to influence voters.

Individual School Board members may include their name in support of or opposition to a county, city, district, or school measure on a county ballot in accordance with Elections Code 9170.

The Superintendent or designee may use district resources to provide students, parents/guardians, and community members with fair and impartial information related to ballot measures, including information about the impact of ballot measures on the district. (Education Code 7054)

In preparing or distributing such informational material, the Superintendent or designee shall analyze the material to help ensure that it is an appropriate informational activity, provides a fair analysis of the issues, and does not advocate passage or defeat of a measure or candidate.

District resources, including email or computer systems, shall not be used to disseminate campaign literature. In addition, district resources shall not be used to purchase advertisements, bumper stickers, posters, or similar promotional items that advocate an election result or urge voters to take any action in support of or in opposition to a measure.

Political activity related to district bond measures shall, in addition to the above, be subject to the following conditions:

1. The Superintendent or designee may research, draft, and prepare a district bond measure or other initiative for the ballot, but shall not use district resources to influence voters or otherwise campaign for the measure.

2. Upon request, Board members and district administrators may appear at any time before a citizens' group to explain why the Board called for an election on a bond measure and to answer questions. (Education Code 7054.1)

   If the presentation occurs during working hours, the employee representing the district shall not urge a citizens' group to vote for or against the bond measure.

3. The Board or any individual Board member may file a written argument for the ballot that is either for or against any school measure. (Elections Code 9501)

Legislation

The Board's responsibility as an advocate for the district may include lobbying and outreach at the state, national, and local levels. The Board and Superintendent or designee shall work to establish and maintain ongoing relationships with elected officials, community leaders, and the media in order to communicate district positions and concerns.

The Board and Superintendent shall develop an advocacy action plan to define expectations and responsibilities. This plan may include, but is not limited to, legislative priorities, strategies for outreach to the media and community, development of key messages and talking points, and adoption of positions on specific legislation, regulations, or budget proposals.

In order to strengthen legislative advocacy efforts, the district may work with organizations and coalitions and may join associations whose representatives lobby on behalf of their members in accordance with Government Code 53060.5.

The district may provide fair and impartial information about legislative issues affecting schools and children and shall inform the community about its advocacy activities. However, informational materials about legislation shall not urge the public to lobby the legislature, Governor, or state agencies on behalf of the district.

As necessary, the Board may direct the Superintendent or designee to draft legislative or regulatory proposals which serve the district's interests.

Legal Advocacy

The Board recognizes that some issues are more appropriately addressed judicially rather than legislatively. When a legal issue is likely to set a state or national precedent, the district may join with other districts or parties in order to resolve the issue through litigation or other appropriate means.

Political Forums

Forums on political issues may be held in district facilities as long as the forum is made available to all sides of the issue on an equitable basis. (Education Code 7058)

Policy 3516: Emergencies And Disaster Preparedness Plan

Status: DRAFT

Original Adopted Date: 12/11/2008 | **Last Revised Date:** 09/13/2018 | **Last Reviewed Date:** TBD

The Governing Board recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. The district shall take all reasonable steps to prevent and/or mitigate the impact of a disaster on district students, staff, and schools.

The Superintendent or designee shall develop and maintain a disaster preparedness plan which contains routine and emergency disaster procedures, including, but not limited to, earthquake emergency procedures, and adaptations for individuals with disabilities in accordance with the Americans with Disabilities Act.**, the federal Individuals with Disabilities Education Act, and Section 504 of the federal Rehabilitation Act of 1973.** Such procedures shall be incorporated into the comprehensive school safety plan. (Education Code 32282)

In developing the disaster preparedness plan, the Superintendent or designee ~~may~~ **shall** involve district staff at all levels, including administrators, district police or security officers, facilities managers, transportation managers, food services personnel, school psychologists, counselors, school nurses, teachers, classified employees, and public information officers. As appropriate, ~~he/she~~ **the Superintendent** shall also collaborate with law enforcement, fire safety officials, emergency medical services, health and mental health professionals, parents/guardians, and students.

The plan shall comply with state-approved Standardized Emergency Management System (SEMS) guidelines established for multiple-jurisdiction or multiple-agency operations and with the National Incident Management System.

The Superintendent or designee shall provide training to employees regarding their responsibilities, including periodic drills and exercises to test and refine staff's responsiveness in the event of an emergency.

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services the district may deem necessary to meet the community's needs. (Education Code 32282)

District employees are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code 3100)

Policy 5116.2: Involuntary Student Transfers

Status: DRAFT

Original Adopted Date: 03/11/2021 | **Last Revised Date:** TBD | **Last Reviewed Date:** TBD

~~The Governing Board desires to enroll students in the school of their choice, but recognizes that circumstances sometimes necessitate the involuntary transfer of some students to another school or program in the district. The Superintendent or designee shall develop procedures to facilitate the transition of such students into their new school of enrollment.~~

~~As applicable, when determining the best placement for a student who is subject to involuntary transfer, the Superintendent or designee shall review all educational options for which the student is eligible, the student's academic progress and needs, the enrollment capacity at district schools, and the availability of support services and other resources.~~

~~Whenever a student is involuntarily transferred, the Superintendent or designee shall provide timely written notification to the student and his/her parent/guardian and an opportunity for the student and parent/guardian to meet with the Superintendent or designee to discuss the transfer.~~

~~**Students Convicted of Violent Felony or Misdemeanor**~~

While the Governing Board desires to enroll students in the district school of their choice, it recognizes that circumstances sometimes necessitate the involuntary transfer of a student to another school or program in the district.

The Superintendent or designee shall develop procedures to facilitate the involuntary transfer of such students.

As applicable and as permitted by law, the Superintendent or designee shall review all educational options for which the student is eligible, the student's academic progress and needs, the enrollment capacity at the schools or programs to which the student could be involuntary transferred, and the availability of support services and other resources.

The Superintendent or designee shall ensure that involuntary transfers are made in a non- discriminatory manner as specified in Board Policy 0410 - Nondiscrimination In District Programs And Activities.

Involuntary Transfer of a Student Convicted of Violent Felony or Misdemeanor Related to Possession of Firearms

A student may be transferred to another district school if ~~he/she~~ **the student** is convicted of a violent felony, as defined in Penal Code 667.5(c), or a misdemeanor listed in Penal Code 29805 and is enrolled at the same school as the victim of the crime for which ~~he/she~~ **the students** was convicted. ~~(Education Code 48929)~~

~~Before transferring~~ **However, before recommending** such a ~~student~~ **transfer**, the Superintendent**, the principal,** or **other** designee shall **notify the student and the student's parent(s)/guardian(s) of the right to request a meeting with the principal or designee and shall** attempt to resolve the conflict using restorative justice, counseling, or other such services. ~~He/she shall also notify the student and his/her parents/guardians of the right to request a meeting with the principal or designee. (Education Code 48929)~~

Participation of the victim in any conflict resolution program shall be voluntary, and ~~he/she~~ **the victim** shall not be subjected to any disciplinary action for ~~his/her refusal~~ **refusing** to participate ~~in conflict resolution.~~ **(Education Code 48929)**

If the attempt to resolve the conflict using restorative justice, counseling, or other such services is not successful or the victim elects not to participate, ~~The~~ **the** principal or designee ~~shall~~ **may** submit to the Superintendent or designee a recommendation ~~as to whether or not~~ **that** the student should be **involuntarily** transferred. If the Superintendent or designee ~~determines that a transfer would be in the best interest of the students involved, he/she~~ **agrees with the recommendation, the Superintendent** shall submit such recommendation to the Board for approval. **The Superintendent's recommendation to the Board shall include the date by which the Superintendent or designee will review the involuntary transfer to determine whether to recommend to the Board that the student be permitted to transfer back to the student's original school.**

The Board shall**, in accordance with Board Bylaw 9321 – Closed Session,** deliberate **and vote on the recommendation, as well as any subsequent recommendation to permit the student to transfer back to the student's original school,** in

closed session to maintain the confidentiality of student information, unless ~~the~~ a parent/guardian or adult student submits a written request that the matter be addressed in open session and doing so would not violate the privacy rights of any other student. The Board's ~~decision~~ decisions in these instances shall be final.

~~The decision to transfer a student shall be subject to periodic review by the Superintendent or designee. The Superintendent or designee shall annually notify parents/guardians of the district's policy authorizing the transfer of a student pursuant to Education Code 48929. (Education Code 48980)~~

~~Other~~ Involuntary Transfers to a Continuation Education Program or Class within the District

~~Students may be involuntarily transferred under either of the following circumstances:~~

~~1.~~ The Superintendent or designee may involuntarily transfer a high school student to a continuation education program or class in the district if the ~~If a high school~~ student commits an act enumerated in Education Code 48900 or is habitually truant or irregular in school attendance, ~~he/she may be transferred to a continuation school.~~ and either of the following conditions are met: (Education Code 48432.5)

1. Other means to improve the student's behavior have failed

2. It is the first time the student committed an act enumerated in Section 48900 and the principal of the student's school determines that the student's presence causes a danger to person(s) or property or threatens to disrupt the instructional process.

Prior any final decision to involuntarily transfer a student, the Superintendent or designee shall notify the student and the student's parent(s)/guardian(s) of the right to request a hearing with the Superintendent or designee. If such a hearing is requested, the Superintendent or designee shall provide the specific facts and reasons for the proposed transfer, including all documents relied upon. At the hearing, the Superintendent or designee shall also allow the student or the student's parent(s)/guardian(s) to question any evidence or witnesses presented and present evidence, including witnesses, on the student's behalf. The student shall be allowed to bring one or more representatives to present at the hearing. (Education Code 48432.5)

If the Superintendent or designee decides to involuntarily transfer the student, the Superintendent or designee shall provide the decision to the student and the student's parent(s)/guardian(s) in writing. The decision shall include the facts and reasons for the decision and whether the decision is subject to periodic review and the periodic review procedure. (Education Code 48432.5)

The decision shall also include the date by which the student may transfer back to the student's original school, which shall be no longer than the end of the semester following the semester during which the acts leading directly to the involuntary transfer occurred. (Education Code 48432.5)

The final decision to involuntarily transfer the student may not involve a member of the staff of the school in which the student is enrolled at the time that the decision is made. (Education Code 48432.5)

Involuntary Transfers to a Community Day School within the District

~~2.~~ If a student is expelled from school for any reason in accordance with Board Policy 5144.1 – Suspension And Expulsion/Due Process, is probation-referred pursuant to Welfare and Institutions Code 300 or 602, or is referred by a school attendance review board or another formal district process, ~~he/she~~ the student may be transferred to a district community day school. as specified in Board Policy 6185 - Community Day School. (Education Code 48662)

Notice, Information, and Reports

The Superintendent or designee shall include notice of this policy in the annual notification to parents/guardians in accordance with Education Code 48980. (Education Code 48929)

Whenever 15 percent or more of the students enrolled in a district school speak a single primary language other than English, as determined from the California Department of Education census data collected pursuant to Education Code 52164, all notices and reports sent to the parent(s)/guardian(s) of any such student shall, in addition to being written in

English, be written in the primary language, and may be responded to either in English or the primary language. (Education Code 48981, 48985)

Whenever an employee learns that a student's parent/guardian is unable to understand the district's printed notifications or reports for any reason, the employee shall inform the principal or designee, who shall work with the parent/guardian to establish other appropriate means of communication.

When a foster youth or American Indian Student, as defined in Welfare and Institutions Code 224.1, is being considered for an involuntary transfer, all notices, documents, and information that would be provided to parents/guardians shall be provided to the foster youth's educational rights holder, attorney, and county social worker and the American Indian Student's tribal social worker and, if applicable, county social worker. (Education Code 48853.5)

Policy 5131.2: Bullying **Status:** DRAFT

Original Adopted Date: 06/28/2012 | **Last Revised Date:** 03/11/2021 | **Last Reviewed Date:** TBD

This policy shall apply to all acts constituting bullying related to school activity or to school attendance occurring within a district school, to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school, and to all acts of the Governing Board and the Superintendent in enacting policies and procedures that govern the district.

The ~~Governing~~ Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a **welcoming,** safe**, and supportive** school environment that protects students from physical**, mental,** and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

The district shall adopt and publicize policies that prohibit discrimination, harassment, intimidation, and bullying on the basis of a student's actual or perceived nationality, ethnicity, or immigration status. Those policies must be translated in the student's primary language if at least 15 percent of the students enrolled in the school speak a single primary language other than English.

The district shall notify parents and guardians of their children's right to a free public education, regardless of immigration status or religious beliefs. This information shall include information related to the "Know Your Rights" immigration enforcement established by the Attorney General. The district shall inform students who are victims of hate crimes of their right to report such crimes.

The Superintendent or designee shall develop strategies for addressing bullying in district schools with the involvement of students, parents/guardians, and staff. As appropriate, the Superintendent or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

Such strategies shall be incorporated into the comprehensive safety plan and, to the extent possible, into the local control and accountability plan and other applicable district and school plans.

The district shall adopt a process for receiving complaints of and investigating complaints of discrimination, harassment, intimidation, and bullying based on any of the following actual or perceived characteristics: **disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, immigration status, or association with a person or group with one or more of the aforementioned characteristics or any other characteristic mentioned in Board Policy 5145.3 – Nondiscrimination/Harassment.**

- ~~Disability~~
- ~~Gender~~
- ~~Gender identity~~
- ~~Gender expression~~
- ~~Nationality~~
- ~~Race or ethnicity~~
- ~~Religion~~
- ~~Sexual orientation~~
- ~~Immigration status~~
- ~~Association with a person or group with one or more of the aforementioned characteristics~~

The complaint process must include, but is not limited to, the following steps:

1. A requirement that, if school personnel witness an act of discrimination, harassment, intimidation, or bullying, they shall take immediate steps to intervene when safe to do so;

2. A timeline to investigate and resolve complaints of discrimination, harassment, intimidation, or bullying that shall be followed by all schools under the jurisdiction of the local educational agency; and

3. An appeal process afforded to the complainant should he or she disagree with the resolution of a complaint.

4. The district shall ensure that complaint procedures contain confidentiality safeguards for immigration status information.

5. The district shall prohibit retaliation against a person who submits a complaint of discrimination, harassment, intimidation, or bullying.

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in ~~AR~~ **Administrative Regulation** 1312.3. If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

If the Superintendent or designee believes it is in the best interest of a student who has been the victim of an act of bullying, as defined in Education Code 48900, the Superintendent or designee shall advise the student's parents/guardians that the student may transfer to another school. If the parents/guardians of a student who has been the victim of an act of bullying requests a transfer for the student pursuant to Education Code 46600, the Superintendent or designee shall allow the transfer in accordance with law and district policy on intradistrict or interdistrict transfer, as applicable.

District families are encouraged to model respectful behavior, contribute to a safe and supportive learning environment, and monitor potential causes of bullying.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

Policy 5144: Discipline

Status: DRAFT

Original Adopted Date: 12/11/2008 | **Last Revised Date:** 4/08/2019 | **Last Reviewed Date:** TBD

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and ~~correcting~~ **responding appropriately to** student misbehavior at district schools. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

In addition, the Superintendent or designee's strategies for ~~correcting~~ **responding to** student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)

A student shall not be denied recess unless the student's participation poses an immediate threat to the physical safety of the student or to the physical safety of one or more of the student's peers. If, due to such immediate threat, a student is denied recess, staff shall make all reasonable efforts to resolve the threat and minimize the student's exclusion from recess, to the greatest extent practicable. (Education Code 49056)

Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with district regulations. (Education Code 49005.2)

The Superintendent or designee shall create a model discipline matrix that lists violations and the consequences for each as allowed by law.

~~The administrative staff~~ **The principal or designee** at each school may develop disciplinary rules to meet the school's particular needs consistent with law, Board policy, and ~~district~~ **administrative** regulations. The Board, at an open meeting, ~~shall~~ **may** review the approved school discipline rules for consistency with Board policy and state law. Site-level disciplinary rules shall be included in the district's comprehensive safety plan. (Education Code 32282, 35291.5)

At all times, the safety of students and staff**, providing interventions** and **supports to students, as well as** the maintenance of an orderly school environment, shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate **support and/or** discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively and equitably implement the disciplinary strategies adopted for district schools, including, but not limited to, knowledge of school and classroom management skills and their consistent

application, effective accountability and positive intervention techniques, and the tools to form strong, cooperative relationships with parents/guardians.

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

At the beginning of each school year, the Superintendent or designee ~~shall~~ may report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

Bylaw 9124: Attorney

Status: ADOPTED

Original Adopted Date: 12/11/2008 | **Last Revised Date:** TBD | **Last Reviewed Date:** TBD

The Governing Board recognizes the complex legal environment in which districts operate ~~and desires~~, the need to provide legal representation for the district, and the importance of reliable, cost-effective, high-quality legal advice ~~at reasonable rates~~ and services.

In order to meet the district's legal needs, the Board may ~~contract with county counsel, attorneys in private practice, or~~ appoint legal counsel and fix and order paid legal counsel's compensation as ~~a district~~ an employee or as an independent contractor. (Education Code 35041.5)

The Board may enter into independent contractor services agreements with county counsel, law firms, attorneys in private practice, and other public or private legal services entities. (Education Code 35204, 35205; Government Code 26520, 26529)

The Board also supports pursuing collaborative legal efforts with other ~~agencies and~~ districts as well as other government agencies as appropriate.

Duties of Legal Counsel

The district's legal counsel may: (Education Code 35041.5)

1. Render legal advice to the Board and the Superintendent or designee
2. Serve the Board and the Superintendent or designee in the preparation and conduct of district litigation and administrative proceedings
3. Render advice on school bond and tax increase measures and prepare the necessary forms for the voting of these measures
4. Perform other administrative duties as assigned by the Board and Superintendent or designee

Retaining Legal Counsel

When the district is seeking legal advice or representation, the Superintendent or designee shall identify prospective attorney(s), firm(s), and/or legal services entity(ies).

The district may, but is not required to, initiate a Request for Proposals to advertise and solicit proposals for legal services. In evaluating the prospective attorney(s), firm(s), and/or entity(ies), the Board and Superintendent may consider the attorney's, firm's, and/or entity's background, experience, and relevant legal reputation; experience advising and representing school districts in California; fees; and experience of attorneys at the firm who will provide legal services.

Any attorney representing the district shall be admitted to practice law in California. (Education Code 35041.5)

The Board and Superintendent shall periodically evaluate the performance of the firm(s) and/or attorney(s); the efficiency and adequacy of advice; the results obtained for the district; the reasonableness of fees; and the responsiveness to and interactions with the Board, administration, and community.

The Board may use such evaluation(s) to determine whether to renew any current agreement(s) for legal services.

The Board may also contract for specialized legal services, as appropriate, when a majority of the Board determines that the unique demands of a particular issue or emergency situation require such representation.

Contacting Legal Counsel

~~At his/her discretion, the~~ **The** Board president, or Superintendent **or designee,** may**, at their discretion,** confer with district legal counsel subject to any limits or parameters established by the Board. In addition, the **Board president, or** Superintendent or ~~Board president~~ **designee,** may contact district legal counsel to provide the Board with legal information or advice when so directed by a majority of the Board.

Individual Board members other than the Board president may not seek advice from district legal counsel on matters of district business unless so authorized by **the Superintendent, the Board president, or** a majority of the Board.

Bylaw 9320: Meetings And Notices

Status: ADOPTED

Original Adopted Date: 02/12/2009 | **Last Revised Date:** 03/10/2022 | **Last Reviewed Date:** TBD

Meetings of the Governing Board are conducted for the purpose of accomplishing district business. In accordance with ~~state~~ **applicable** open meeting laws (Brown Act), the Board shall hold its meetings in public and shall conduct closed sessions during such meetings only as authorized by law. To encourage community involvement in the schools, Board meetings shall provide ~~opportunities~~ **the opportunity** for ~~questions and comments by~~ members of the public **to directly address the Board**. All meetings shall be conducted in accordance with law and the Board's bylaws, policies, and administrative regulations.

A Board meeting exists whenever a majority of Board members gather at the same time and location, including teleconference location as permitted by Government Code 54953, to hear, discuss, deliberate, or take action upon any item within the subject matter jurisdiction of the Board ~~or district~~. (Government Code 54952.2)

In accordance with law and as specified in Board Bylaw 9012 – Board Member Electronic Communications, a ~~A~~ majority of the Board shall not, outside of an authorized meeting, use a series of communications of any kind, directly or through intermediaries, including social media and other electronic communications, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the Board. (Government Code 54952.2)

However, ~~an employee~~ **the Superintendent** or ~~district official~~ **designee** may engage in separate conversations or communications with Board members in order to answer questions or provide information regarding an item within the subject matter jurisdiction of the Board, as long as that employee or district official does not communicate the comments or position of any Board members to other Board members. (Government Code 54952.2)

In order to help ensure the participation of individuals with disabilities at Board meetings, the Superintendent or designee shall provide appropriate disability-related accommodations or modifications upon request in accordance with the Americans with Disabilities Act. **Any doubt about a request for accommodation shall be resolved in favor of accessibility.** ~~(Government Code 54953.2, 54954.1, 54954.2)~~ **Notice of the procedure for receiving and resolving requests for accommodation described above shall be given in each instance in which notice of the time of a meeting is otherwise given or the agenda for the meeting is otherwise posted. (Government Code 54953, 54953.2, 54954.1, 54954.2)**

Regular Meetings

~~The Board shall hold one regular meeting each month. Regular meetings shall be held at 6:00 p.m. on the second or third Thursday of the month.~~

Unless otherwise determined by the Board, the Board shall hold one regular meeting(s) each month starting at 6:00 p.m. on the second or third Thursday of the month at Cunha Intermediate School, 600 Church Street, Half Moon Bay, California.

At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public and on the district's ~~web site~~ **website**. (Government Code 54954.2)

~~Whenever~~ **Consistent with Government Code 54957.5 and Board Bylaw 9322 - Agenda/Meeting Materials, whenever** agenda materials relating to an open session of a regular meeting are distributed to the Board less than 72 hours before the meeting, the Superintendent or designee shall make the materials available for public inspection at a public office or location designated for that purpose**. The records shall be posted on the district website** at the time the materials are distributed to all or a majority of the Board **if distributed outside of business hours**. ~~(Government Code 54957.5)~~

Special Meetings

Special meetings of the Board may be called at any time by the presiding officer or a majority of the Board members. ~~However, a special meeting shall not be called regarding~~ **on any topic within** the ~~salary, salary schedule, or other compensation~~ **subject matter jurisdiction** of the ~~Superintendent, assistant superintendent, or other management~~

~~employee~~ Board unless otherwise prohibited by law or as ~~described~~ specified in ~~Government Code 3511.1.~~ BB 9323.2 – Actions by the Board. (Government Code 54956)

~~Written~~ At least 24 hours before the time of the meeting, written notice of special meetings shall be delivered personally or by any other means to all Board members and the local media who have requested such notice in writing. The notice also shall be posted on the district's ~~web site. The notice shall be received~~ website, and, at least 24 hours before the time of the meeting~~. The notice shall also be posted at least 24 hours before the meeting,~~ in a location freely accessible to the public. The notice shall specify the time and location of the meeting and the business to be transacted or discussed. No other business shall be considered at this meeting. (Education Code 35144; Government Code 54956)

Any Board member may waive the 24-hour written notice requirement prior to the time of the meeting by filing a written waiver of notice with the clerk or secretary of the Board or by being present at the meeting at the time it convenes. (Education Code 35144; Government Code 54956)

Every notice of a special meeting shall provide an opportunity for members of the public to directly address the Board concerning any item that has been described in the meeting notice, before or during the item's consideration. (Government Code 54954.3)

Emergency Meetings

In the case of an emergency situation for which prompt action is necessary due to the disruption or threatened disruption of public facilities, the Board may hold an emergency meeting without complying with the 24-hour notice and/or 24-hour posting requirement for special meetings pursuant to Government Code 54956. The Board shall comply with all other requirements for special meetings during an emergency meeting. (Government Code 54956.5)

~~*An emergency situation* means either of the following: (Government Code 54956.5)~~

~~1. An emergency, which shall be defined as a work stoppage, crippling activity, or other activity that severely impairs public health and/or safety as determined by a majority of the members of the Board~~

~~2. A dire emergency, which shall be defined as a crippling disaster, mass destruction, terrorist act, or threatened terrorist activity that poses peril so immediate and significant that requiring the Board to provide one-hour notice before holding an emergency meeting may endanger the public health and/or safety as determined by a majority of the members of the Board~~

The Board may meet in closed session during emergency meetings so long as two-thirds of the members present at the meeting agree or, if less than two-thirds of the members are present, by unanimous vote of the members present. (Government Code 54956.5)

The Board shall comply with all other requirements for special meetings during an emergency meeting. (Government Code 54956.5)

Except in the case of a dire emergency, the Board president or designee shall give notice of the emergency meeting by telephone at least one hour before the meeting to the local media that have requested notice of special meetings. All telephone numbers provided by the media in the most recent request for notification ~~must~~ shall be exhausted. If telephone services are not functioning, the notice requirement of one hour is waived and, as soon after the meeting as possible, the Board shall notify those media representatives of the meeting and shall describe the purpose of the meeting and any action taken by the Board. In the case of a dire emergency, the Board president or designee shall give such notice at or near the time notification is given to the other members of the Board ~~about the meeting~~. (Government Code 54956.5)

The minutes of the meeting, a list of persons the Board president or designee notified or attempted to notify, a copy of the roll call vote, and any actions taken at the meeting shall be posted for at least 10 days in a public place as soon after the meeting as possible. (Government Code 54956.5)

An *emergency* means a work stoppage, crippling activity, or other activity that severely impairs public health and/or safety as determined by a majority of the members of the Board. (Government Code 54956.5)

A *dire emergency* means a crippling disaster, mass destruction, terrorist act, or threatened terrorist activity that poses peril so immediate and significant that requiring the Board to provide one-hour notice before holding an emergency meeting may endanger the public health and/or safety as determined by a majority of the members of the Board. (Government Code 54956.5)

Adjourned/Continued Meetings

The Board may adjourn/continue any regular or special meeting to a later time and location that shall be specified in the order of adjournment. Less than a quorum of the Board may adjourn/continue such a meeting. If no Board members are present, the secretary or the clerk may declare the meeting adjourned/continued to a later time and ~~place~~ location and shall give notice in the same manner required for special meetings. (Government Code 54955)

Within 24 hours after the time of adjournment/continuance, a copy of the order or notice of adjournment/continuance shall be conspicuously posted on or near the door of the ~~place~~ location where the meeting was held. (Government Code 54955)

Study Sessions, Retreats, Public Forums, and Discussion Meetings

The Board may ~~occasionally~~ convene a study session or public forum to study an issue in more detail or to receive information from staff or feedback from members of the public. The Board may also convene a retreat or discussion meeting to discuss Board roles and relationships. ~~Public notice shall be given in accordance with law when a quorum of the Board is attending a study session, retreat, public forum, or discussion~~ Any such meeting~~. All such meetings shall~~, regardless of title or topic, shall be held as a regular or special meeting, as appropriate, and shall comply with ~~the Brown Act and shall be held in open session and within district boundaries. Action items shall not be included on the agenda~~ all other requirements for ~~these~~ regular or special meetings. (Government Code 54956)

Other Gatherings

Attendance by a majority of Board members at any of the following events is not subject to the Brown Act provided that a majority of the Board members do not discuss specific district business among themselves other than as part of the scheduled program: (Government Code 54952.2)

1. A conference or similar public gathering open to the public that involves a discussion of issues of general interest to the public or to school board members
2. An open, publicized meeting organized by a person or organization other than the district to address a topic of local community concern
3. An open and noticed meeting of another body of the district
4. An open and noticed meeting of a legislative body of another local agency
5. A purely social or ceremonial occasion
6. An open and noticed meeting of a standing committee of the Board established pursuant to Board Bylaw 9130 - Board Committees, provided that the Board members who are not members of the standing committee attend only as observers

Individual contacts or conversations between a Board member and any other person that are not ~~subject to~~ part of a series of communications prohibited by the Brown Act are permitted. (Government Code 54952.2)

Location of Meetings

~~Meetings shall not be held in a facility that prohibits the admittance of any person on the basis of ancestry or any characteristic listed in Government Code 11135. In addition, meetings shall not be held in a facility which is inaccessible to individuals with disabilities or where members of the public must make a payment or purchase in order to be admitted. (Government Code 54961)~~

~~Meetings shall be held within district boundaries, except to do any of the following: (Government Code 54954)~~

Unless the Board is holding a teleconference meeting during a proclaimed state of emergency, all meetings shall be held within district boundaries, except to do any of the following: (Government Code 54954)

1. Comply with state or federal law or court order or attend a judicial or administrative proceeding to which the district is a party

2. Inspect real or personal property which cannot conveniently be brought into the district, provided that the topic of the meeting is limited to items directly related to the property

3. Participate in meetings or discussions of multiagency significance, provided these meetings are held within one of the other agencies' boundaries, with all participating agencies giving the notice required by law

4. Meet in the closest meeting facility if the district has no meeting facility within its boundaries or if its principal office is located outside the district

5. Meet with elected or appointed state or federal officials when a local meeting would be impractical, solely to discuss legislative or regulatory issues affecting the district over which the state or federal officials have jurisdiction

6. Meet in or near a facility owned by the district but located outside the district, provided the meeting agenda is limited to items directly related to that facility

7. Visit the office of the district's legal counsel for a closed session on pending litigation, when doing so would reduce legal fees or costs

8. Attend conferences on nonadversarial collective bargaining techniques

9. Interview residents of another district regarding the Board's potential employment of an applicant for Superintendent of the district

10. Interview a potential employee from another district

~~Meetings exempted from the boundary requirements, as specified in items #1-10 above~~ **All meetings, regardless of location,** shall ~~still be subject to~~ **comply with** the **applicable** notice and open meeting requirements ~~for regular and special meetings when a quorum of~~**. Additionally, no such meeting may be held in a facility that prohibits the admittance of any person on** the ~~Board attends the meeting~~ **basis of ancestry or any characteristic listed in Government Code 11135, which is inaccessible to individuals with disabilities, or where members of the public must make a payment or purchase in order to be admitted**. **(Government Code 54961)**

If a fire, flood, earthquake, or other emergency renders the regular meeting place unsafe, meetings shall be held for the duration of the emergency at a location designated by the Board president or designee, who shall so inform all news media who have requested notice of special meetings by the most rapid available means of communication. (Government Code 54954)

If a fire, flood, earthquake, or other emergency renders the **posted** regular **or special** meeting ~~place~~ **location** unsafe~~,~~ ~~meetings~~ **and the deadline for posting the location has passed, the meeting** shall be held ~~for the duration of the emergency~~ at a location designated by the Board president or designee, who shall so inform all news media who have requested notice of ~~special~~ meetings **pursuant to Government Code 54956** by the most rapid available means of communication. ~~(Government Code 54954)~~

Traditional Teleconferencing

A **Board member may participate in any meeting by** teleconference ~~is a meeting of the Board in which Board members are in different locations, connected by electronic means through,~~ **which includes both** audio ~~and/~~or video/**audio so long as the following conditions are met:** (Government Code 54953)

~~The Board may use teleconferences for all purposes in connection with any meeting within the Board's subject matter jurisdiction.~~

1. All votes taken during ~~a teleconference meeting shall be~~ **the meeting are** by roll call. (Government Code 54953)

2. **The meeting is conducted in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the legislative body of a local agency**

~~During the teleconference, at least a quorum of the members of the Board shall participate from locations within district boundaries. (Government Code 54953)~~

~~Agendas shall be posted at all teleconference locations and shall list all teleconference locations whenever they are posted elsewhere. Additional teleconference locations may be provided to the public. (Government Code 54953)~~

~~All teleconference locations shall be accessible to the public. All teleconferenced meetings shall be conducted in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the Board, including the right of the public to address the Board directly at each teleconference location. (Government Code 54953)~~

3. **The location of the Board member participating by teleconference is open and accessible to the public during the meeting, except during closed session, such that members of the public may observe in person the Board member participating by teleconference, may hear/listen to the meeting to the same extent as the Board member participating by teleconference, and may make public comment during the same portion of the agenda as others members of the public from the same location as the Board member participating by teleconference**

4. **The location of the Board member participating by teleconference is noted in the agenda and the agenda is posted at the location of the Board member participating by teleconference in advance of the meeting as statutorily required based on the type of meeting**

5. **At least a quorum of the members is within the district boundaries.**

Teleconferencing by Individual Board Member Due to Just Cause

Until January 1, 2026, when there is "just cause" preventing a Board member from attending a Board meeting in person, that Board member may participate in that meeting by teleconference without: (Government Code 54953)

1. **Including the location of the Board member participating by teleconference in the agenda**

2. **Making the location of the Board member participating by teleconference open and accessible to the public**

3. **Posting the agenda at the location of the Board member participating by teleconference**

A Board member needing to participate by teleconference for just cause shall notify the Board at the earliest possible opportunity, including at the start of a regular meeting, of the need to do so and include a general description of the circumstances relating to the need to appear by teleconference at the given meeting. (Government Code 54953)

For the Board member to participate by teleconference under this section, all of the following are required: (Government Code 54953)

1. **All votes taken during the meeting are by rollcall**

2. **At least a quorum of the Board participates in person from a singular physical location clearly identified on the agenda**

3. The Board member participating by teleconference utilizes both audio and visual technology to participate in the meeting

Until January 1, 2026, when there is "just cause" preventing a Board member from attending a Board meeting in person, that Board member may participate in that meeting by teleconference without: (Government Code 54953)

1. Including the location of the Board member participating by teleconference in the agenda

2. Making the location of the Board member participating by teleconference open and accessible to the public

3. Posting the agenda at the location of the Board member participating by teleconference
   A Board member needing to participate by teleconference for just cause shall notify the Board at the earliest possible opportunity, including at the start of a regular meeting, of the need to do so and include a general description of the circumstances relating to the need to appear by teleconference at the given meeting. (Government Code 54953)

   For the Board member to participate by teleconference under this section, all of the following are required: (Government Code 54953)

1. All votes taken during the meeting are by rollcall

2. At least a quorum of the Board participates in person from a singular physical location clearly identified on the agenda

3. The Board member participating by teleconference utilizes both audio and visual technology to participate in the meeting

4. The Board member participating by teleconference publicly discloses, before any action is taken, whether any individual 18 years of age or older is present at the Board member's location and the general nature of the member's relationship with each such individual

5. The public is able to access the meeting via a two-way audiovisual platform or a two-way audio service and a live webcast, with real-time public comment being allowed via the platform or service, in addition to public comment being available in person

   The platform or service may require members of the public to register in order to make public comments so long as the platform or service is not controlled by the district

6. The agenda for the meeting includes information describing how members of the public can access the platform or service

If the platform or service is disrupted such that the public cannot access the meeting or give real-time public comment, the meeting may continue but the Board may not take action on any agenda item until the disruption is resolved. (Government Code 54953)

A Board member shall be permitted to participate by teleconference for just cause for no more than two meetings per calendar year. (Government Code 54953)

For purposes of this section, "just cause" may exist for any of the following: (Government Code 54953)

1. A childcare or caregiving need of a child, parent, grandparent, grandchild, sibling, spouse, or domestic partner that requires a Board member to participate remotely

2. A contagious illness prevents a Board member from attending in person

3. A Board member has a need related to a physical or mental disability not otherwise reasonably accommodated

4. A Board member is traveling while on official business of the Board or another state or local agency

Teleconferencing by Individual Board Member Due to Emergency Circumstances

Until January 1, 2026, when a physical or family medical emergency would prevent a Board member from attending a Board meeting in person, that Board member may request to participate in such meeting by teleconference. The Board member requesting to appear remotely shall submit the request as soon as possible and include a concise general description of the emergency that necessitated the request. The Board member shall not be required to disclose any disability, medical diagnosis, or personal medical information exempt under existing law. (Government Code 54953)

If the request is received timely, it shall be added to the agenda as the first item of business at the meeting, even before any closed session items. If the request is not received timely, it shall be taken up by the Board before the first item of business at the meeting. The request shall only be granted upon a vote by the majority of the Board. (Government Code 54953, 54954.2)

If the request is granted by the Board, the Board member may participate by teleconference without: (Government Code 54953)

1. Including the location of the Board member participating by teleconference in the agenda
2. Making the location of the Board member participating by teleconference open and accessible to the public
3. Posting the agenda at the location of the Board member participating by teleconference

For the Board member to participate by teleconference due to emergency circumstances, all of the following are required: (Government Code 54953)

1. All votes taken during the meeting are by rollcall
2. At least a quorum of the Board participates in person from a singular physical location clearly identified on the agenda
3. The Board member participating by teleconference utilizes both audio and visual technology to participate in the meeting
4. The Board member participating by teleconference publicly discloses, before any action is taken, whether any individual 18 years of age or older is present at the Board member's location and the general nature of the member's relationship with each such individual
5. The public is able to access the meeting via a two-way audiovisual platform or a two-way audio service and a live webcast, with real-time public comment being allowed via the platform or service, in addition to public comment being available in person

   The platform or service may require members of the public to register in order to make public comments so long as the platform or service is not controlled by the district
6. The agenda for the meeting includes information describing how members of the public can access the platform or service

If the platform or service is disrupted such that the public cannot access the meeting or give real-time public comment, the meeting may continue but the Board shall not take action on any agenda item until the disruption is resolved. (Government Code 54953)

In total, a Board member may not participate by teleconference due to emergency circumstances alone, or together with teleconference due to just cause, as specified above, for more than 20 percent of the Board's regular meetings or for more than three consecutive months. If the Board meets less than 10 times in a calendar year, a Board member may not appear remotely due to emergency circumstances for more than two meetings. (Government Code 54953)

Teleconferencing During a Proclaimed State of Emergency

The Board may conduct a Board meetings entirely by teleconference ~~without posting agendas at all teleconference locations, identifying teleconference locations in meeting notices and agendas, allowing public access to each teleconference location, providing an opportunity for members of the public to address the Board directly at each teleconference location, and ensuring that at least a quorum of the Board participate from locations within district boundaries,~~ during a proclaimed state of emergency pursuant to Government Code 8625-8629 in any of the following circumstances: (Government Code 54953)

~~1. State or local officials have imposed or recommended measures to promote social distancing~~

~~2~~1. For the purpose of determining~~, by majority vote,~~ whether ~~as the result of the emergency~~ meeting in person would present imminent risks to the health or safety of attendees due to the emergency

~~3~~2. When ~~it~~ has the Board been determined, ~~by majority vote as described in~~ , pursuant to Item #~~2~~1 above, that ~~as a result of the emergency~~ meeting in person would present imminent risks to the health or safety of attendees due to the emergency

~~To conduct a teleconference meeting for these purposes the following requirements shall be satisfied: (Government Code 54953)~~

~~1. The notice and agenda shall be given and posted as otherwise required by the Brown Act~~

~~2. The notice and agenda of the meeting shall specify the means by which members of the public may access the meeting and offer public comments, including via a call-in or internet-based service option~~

~~Members of the public may be required to register to log in to a meeting when making public comments through an internet website or other online platform that is operated by a third-party and not under the control of the Board.~~

~~3. Members of the public shall be allowed to access the meeting, and the agenda shall provide an opportunity for members of the public to address the Board directly pursuant to Government Code 54954.3~~

~~4. Members of the public shall not be required to submit public comments in advance of a Board meeting and shall be provided an opportunity to address the Board and offer comments in real time~~

~~5. Public comment periods shall not be closed until the timed public comment period, if such is offered by the Board, has elapsed or, if not timed, until a reasonable amount of time per agenda item has been allowed~~

~~6. If during a Board meeting a disruption occurs which prevents the district from broadcasting the meeting to members of the public or for members of the public to offer public comments, the Board shall take no further action on any agenda item until public access via the call-in or internet-based service option to the meeting is restored~~

~~The district may, in its discretion, provide a physical location from which the public may attend or comment. (Government Code 54953)~~

The Board may hold a meeting by teleconference during a proclaimed state of emergency without: (Government Code 54953):

1. Including the location of Board members in the agenda

2. Making the locations of Board members open and accessible to the public

3. Posting the agenda at the locations of Board members

For the Board to hold such meeting, all of the following are required: (Government Code 54953)

1. All votes taken during the meeting are by rollcall

2. The public is able to access the meeting via a call-in service or an internet-based platform or service, with real-time public comment being allowed via the platform or service

   If an internet-based platform or service is utilized, it may require members of the public to register in order to make public comments so long as the platform or service is not controlled by the district

3. The agenda for the meeting includes information describing how members of the public can access the platform or service

If the platform or service is disrupted such that the public cannot access the meeting or give real-time public comment, the meeting may continue but the Board may not take action on any agenda item until the disruption is resolved. (Government Code 54953)

For any public comment period with a time limit, the Board may not close that public comment period or the opportunity to register until the full time for public comment has elapsed. For any other public comment period, the Board shall allow a reasonable amount of time to allow members of the public to provide public comment and to register to do so. (Government Code 54953)

The Board may continue to conduct **all** meetings by teleconference~~, as specified above for teleconferencing during proclaimed states of emergency, by a majority vote finding within 30 days after teleconferencing for the first time, and every 30 days thereafter, that either:~~ throughout one or more 45-day periods so long as, prior to the beginning of each 45-day period, the Board has reconsidered the circumstances of the state of emergency and determines that it continues to directly impact the ability of the Board to meet safely in person. (Government Code 54953)

~~1. The state of emergency continues to directly impact the ability of the Board to meet safely in person~~

~~2. State or local officials continue to impose or recommend measures to promote social distancing~~

Bylaw 9321: Closed Session

Status: DRAFT

Original Adopted Date: 12/11/2008 | **Last Revised Date:** 01/16/2020 | **Last Reviewed Date:** TBD

The Governing Board is committed to complying with state open meeting laws and modeling transparency in its conduct of district business. The Board shall hold a closed session during a regular, special, or emergency meeting only for purposes authorized by law.

Each agenda shall contain a general description of each closed session item to be discussed at the meeting, as required by law and ~~specified below.~~ (**provided in the accompanying Exhibit (1). (Education Code 35145,** Government Code 54954.2)**, 54954.5, 54957)**

In the open session preceding the closed session, the Board shall disclose the items to be discussed in closed session. **as specified in this bylaw. The Board may either state the information on the agenda or refer the public to the item(s) as listed by number or letter on the agenda.** In the closed session, the Board may consider only those ~~matters~~ **items** covered in its statement. (Government Code **54957,** 54957.7)

After the closed session, the Board shall reconvene in open session before adjourning the meeting and, when applicable, shall publicly disclose any action**s** taken in the closed session, the votes or abstentions thereon, and other disclosures **as** specified ~~below that are applicable to the matter being addressed.~~ **in this bylaw.** Such reports may be made in writing or orally at the location announced in the agenda for the closed session **as required by law and provided in the accompanying Exhibit (2)**. (Education Code 32281; Government Code 54957.1, 54957.7)

When an action taken during a closed session involves final approval or adoption of a document**,** such as a contract or settlement agreement**, that becomes public upon such approval or adoption**, the Superintendent or designee shall provide a copy of the document to any person present at the conclusion of the closed session who submitted a written request. If the action taken results in one or more substantive amendments, the Superintendent or designee shall make the document available the next business day or when the necessary ~~retyping is~~ **changes to the document are** completed. Whenever copies of an approved agreement will not be immediately released due to an amendment, the Board president shall orally summarize the substance of the amendment for those present at the end of the closed session. (Government Code 54957.1)

Confidentiality

A Board member shall not disclose confidential information received in closed session unless the Board authorizes the disclosure of that information **or the information has been publicly reported by the District.** (Government Code 54963)

The Board shall not disclose any information that is protected by state or federal law. In addition, no victim or alleged victim of tortious sexual conduct or child abuse shall be identified in any Board agenda, notice, announcement, or report required by the Brown Act, unless the identity of the person has previously been publicly disclosed. (Government Code 54957.7, 54961)

Personnel Matters**: Appointment, Employment, Performance Evaluation, or Discipline/Dismissal/Release**

The Board may hold a closed session under the "personnel exception" to consider the appointment, employment, performance evaluation, discipline, ~~or~~ dismissal**, or change in employment status** of an employee. Such a closed session shall not include discussion or action on proposed compensation except for a reduction of compensation that results from the imposition of discipline. (Government Code 54957**, 54957.1**)

Personnel Matters: Specific Complaints or Charges

The Board may ~~also~~ hold a closed session to hear complaints or charges brought against an employee ~~by another person or employee~~, unless the employee who is the subject of the complaint requests an open session. Before the Board holds a closed session on specific complaints or charges brought against an employee, the **Superintendent or designee shall ensure that the** employee ~~shall~~ receive**s** written notice of the right to have the complaints or charges heard in open session ~~if desired~~. This notice shall be delivered personally or by mail at least 24 hours before the time of the **closed** session. (Government Code 54957)

Personnel Matters: Application for Early Withdraw of Funds in Deferred Compensation Plan

The Board may hold a closed session to discuss an employee's application for early withdrawal of funds in a deferred compensation plan when the application is based on financial hardship arising from an unforeseeable emergency due to illness, accident, casualty, or other extraordinary event, as specified in the deferred compensation plan. (Government Code 54957.10)

Negotiations/Collective Bargaining

~~Agenda items related to district employee appointments and employment shall describe the position to be filled. Agenda items related to performance evaluations shall specify the title of the employee being reviewed. Agenda items related to employee discipline, dismissal, or release require no additional information. (Government Code 54954.5)~~

~~After the closed session, the Board shall report any action taken to appoint, employ, dismiss, accept the resignation of, or otherwise affect the employment status of a district employee and shall identify the title of the affected position. The report shall be given at the public meeting during which the closed session is held, except that the report of a dismissal or nonrenewal of an employment contract shall be deferred until the first public meeting after administrative remedies, if any, have been exhausted. (Government Code 54957.1)~~

~~**Negotiations/Collective Bargaining**~~

~~Unless otherwise agreed upon by the parties involved, the following shall not be subject to the open meeting requirements of Brown Act: (Government Code 3549.1)~~

1. ~~Any meeting and negotiating discussion between the district and a recognized or certified employee organization~~

2. ~~Any meeting of a mediator with either party or both parties to the meeting and negotiating process~~

3. ~~Any hearing, meeting, or investigation conducted by a fact finder or arbitrator~~

4. ~~Any executive (closed) session of the district or between the district and its designated representative for the purpose of discussing its position regarding any matter within the scope of representation and instructing its designated representatives~~

The Board may meet in closed session~~, prior to and during consultations and discussions with representatives of employee organizations and unrepresented employees,~~ to review the Board's position and/or instruct its designated representative(s) regarding salaries, salary schedules, or compensation paid in the form of fringe benefits of its represented and unrepresented employees, and, for represented employees, any other matter within the statutorily provided scope of representation. ~~Prior to the closed session, the Board shall identify its designated representative in open session. Any closed session held for this purpose~~ A closed session regarding salaries, salary schedules, or compensation paid in the form of fringe benefits may include discussions of the district's available funds and funding priorities, but only insofar as they relate to providing instructions to the Board's designated representative. Final action on the proposed compensation of one or more unrepresented employees shall not be taken in closed session. (Government Code 54957.6)

The Board also may meet in closed session with a state conciliator who has intervened in proceedings regarding any of the purposes enumerated in Government Code 54957.6.

~~Agenda items related to negotiations shall specify the name(s) of the district's designated representative(s) attending the closed session. If circumstances necessitate the absence of a specified designated representative, an agent or designee may participate in place of the absent representative as long as the name of the agent or designee is announced at an open session held prior to the closed session. The agenda shall also specify the name of the organization representing the employee(s) or the position title of the unrepresented employee who is the subject of the negotiations. (Government Code 54954.5)~~

~~Approval~~ Pursuant to Government Code 54957.1, approval in closed session of an agreement regarding labor negotiations with represented employees pursuant to Government Code 54957.6 shall be reported after the agreement is final and has been accepted or ratified by the other party. ~~This report shall identify~~ However, the ~~item approved and the other party or parties to the negotiation.~~ Board may, at its sole discretion, vote on such an agreement in open session. (Government Code 54957.1)

Pursuant to Government Code 3549.1, the Board may, without following the requirements of the Brown Act, meet in closed session exclusively for the purpose of discussing its position regarding any matter within the scope of representation or for the purpose of instructing its designated representatives. The Board shall not discuss any other item at any such closed session. (Government Code 3549.1)

Matters Related to Students

If a public hearing would lead to the disclosure of confidential student information such as grades or discipline information, the Board shall meet in closed session to consider a suspension, disciplinary action, any other action against a student except expulsion, or a challenge to a student record. ~~If a written request for open session is received from the parent/guardian or adult student~~ At least 72 hours prior to the start of the meeting of which the closed session is a part, the Superintendent or designee, on behalf of the Board, shall, in writing, by registered or certified mail or by personal service, notify the student and the student's parent/guardian of the intent of the Board to hear the item in closed session. If a written request for open session is received from the student or the student's parents/guardians within 48 hours of receiving the notice, the meeting shall be public, except that any discussion at that meeting which may be in conflict with the right to privacy of any other student ~~other than the student requesting the public meeting~~ shall ~~be~~ remain in closed session. (Education Code 35146, 48912, 49070)

~~The~~ If the Board conducts an expulsion hearing pursuant to Board Policy 5144.1 - Suspension and Expulsion/Due Process, the Board shall ~~meet~~ do so in closed session ~~to consider the expulsion of a student,~~ unless the student submits a written request at least five days before the date of the hearing that the hearing be held in open session. Regardless of whether the expulsion hearing is conducted in open or closed session, the Board ~~may~~ shall meet in closed session for the purpose of deliberating and determining whether the student should be expelled. (Education Code 48918)

~~Agenda items related to student matters shall briefly describe the reason for the closed session, such as "student expulsion hearing" or "grade change appeal," without violating the confidentiality rights of individual students. The student shall not be named on the agenda, but a number may be assigned to the student in order to facilitate record keeping. The agenda shall also state that the Education Code requires closed sessions in these cases in order to prevent the disclosure of confidential student record information.~~

~~Final action on a student matter deliberated in closed session shall be taken in open session and shall be a matter of public record. (Education Code 35146, 48918)~~

~~However, in taking final action, the Board shall not release any information in violation of~~ In order to protect student privacy rights provided in 20 USC 1232g or other applicable laws~~. In an expulsion or other disciplinary action, the cause for the disciplinary action shall be disclosed in open~~ , the identity of a student shall not be listed in the agenda and, unless the item is heard in open session, shall not be included in any report after closed session. Additionally, a student matter shall be listed in the open session portion of the agenda with the same description and numbering system as it was on the closed session~~, but the Board shall refer to the student number or other identifier and shall not disclose the student's name.~~ portion of the agenda.

Security Matters

The Board may meet in closed session with the Governor, Attorney General, ~~district attorney~~ District Attorney, district legal counsel, sheriff or chief of police, or their respective deputies, or a security consultant or a security operations manager, on matters posing a threat to the security of public buildings; to the security of essential public services, including water, drinking water, wastewater treatment, natural gas service, and electric service; or to the public's right of access to public services or public facilities. Such discussions may be held in closed session during an emergency meeting called pursuant to ~~Government Code 54956.5 if agreed to by a two-thirds vote of the Board members present, or, if less than two-thirds of the members are present, by a unanimous vote of the members~~

present. (Government Code 54956.5, 54957) Board Bylaw 9320 - Meetings and Notices and Board Bylaw/Exhibit (1) 9323.2 - Actions By The Board.

Agenda items related to these security matters shall specify the name of the law enforcement agency and the title of the officer, or name of applicable agency representative and title, with whom the Board will consult. (Government Code 54954.5)

The Board may also meet in closed session to consult with law enforcement officials on the development of a plan for tactical responses to criminal incidents and to approve the plan. Following the closed session, the Board shall report any action taken to approve the plan, but need not disclose the district's plan for tactical responses. (Education Code 32281)

Real Property Negotiations

The Board may meet in closed session with its real property negotiator prior to the purchase, sale, exchange, or lease of real property by or for the district in order to grant its negotiator authority regarding the price and terms of payment for the property. (Government Code 54956.8)

Before holding the closed session, the Board shall hold an open and public session to identify its negotiator(s), the property under negotiation, and the person(s) with whom the negotiator may negotiate. For purposes of real property transactions, negotiators may include members of the Board. (Government Code 54956.8)

Agenda items related to real property negotiations shall specify the district negotiator attending the closed session. If circumstances necessitate the absence of a specified negotiator, an agent or designee may participate in place of the absent negotiator as long as the name of the agent or designee is announced at an open session held prior to the closed session. The agenda shall also specify the name of the negotiating parties and the street address of the real property under negotiation. If there is no street address, the agenda item shall specify the parcel number or another unique reference of the property. The agenda item shall also specify whether instruction to the negotiator will concern price, terms of payment, or both. (Government Code 54954.5)

When the Board approves a final agreement concluding real estate negotiations pursuant to Government Code 54956.8, it shall report that approval and the substance of the agreement in open session at the public meeting during which the closed session is held. If final approval rests with the other party to the negotiations, the Superintendent or designee shall disclose the fact of that approval and the substance of the agreement upon inquiry by any person, as soon as the other party or its agent has informed the district of its approval. (Government Code 54957.1)

Pending Anticipated Litigation/Initiation of Litigation

Based on the advice of its legal counsel, the Board may hold a closed session to confer with or receive advice from its legal counsel regarding pending **anticipated litigation or whether to initiate** litigation when discussion of the **either** matter in open session would prejudice the district's position in the **with respect to such** litigation. For this purpose, "litigation" means any adjudicatory proceeding, including eminent domain, before a court, administrative body exercising its adjudicatory authority, hearing officer, or arbitrator. (Government Code 54956.9)

Litigation is considered **to be "anticipated" when,** "pending" in any of the following circumstances: (Government Code 54956.9)

1. Litigation to which the district is a "party" has been initiated formally. (Government Code 54956.9(d)(1))
2. A point has been reached where in the Board's opinion based on the advice of its legal counsel regarding the "existing facts and circumstances," there is a "significant exposure to litigation" against the district, or the Board is meeting solely to determine whether, **against a district officer or employee** based on existing facts **prior** or circumstances, a closed session is authorized. **prospective activities or alleged activities during and potentially during the course and scope of that office or employment.** (Government Code 54956.9(d)(2), (3))

   Existing facts and circumstances for these purposes are limited to the following: (Government Code 54956.9)

~~a.~~1. Facts and circumstances that might result in litigation against the district but which the district believes are not yet known to potential plaintiff(s) ~~and which do not need to be disclosed.~~

~~b.~~2. Facts and circumstances including, but not limited to, an accident, disaster, incident, or transactional occurrence which might result in litigation against the district, which are already known to potential plaintiff(s) ~~and which must be publicly disclosed before the closed session or specified on the agenda.~~

~~c.~~3. The receipt of a claim pursuant to the Government Claims Act or a written threat of litigation from a potential plaintiff. ~~The claim or written communication must be available for public inspection.~~

~~d.~~4. A threat of litigation made by a person in an open meeting on a specific matter within the responsibility of the Board.

~~e.~~5. A threat of litigation made by a person outside of an open meeting on a specific matter within the responsibility of the Board, provided that the district official or employee receiving knowledge of the threat made a record of the statement before the meeting ~~and the record is available for public inspection. Such record does not need to identify an alleged victim of tortious sexual conduct or anyone making a threat of litigation on the victim's behalf or identify an employee who is the alleged perpetrator of any unlawful or tortious conduct, unless the identity of this person has been publicly disclosed.~~

~~3. Based on existing facts and circumstances, the Board has decided to initiate or is deciding whether to initiate litigation. (Government Code 54956.9(d)(4))~~

~~Before holding a closed session pursuant to the pending litigation exception, the Board shall state on the agenda or publicly announce the subdivision of Government Code 54956.9 under which the closed session is being held. If authority is based on Government Code 54956.9 (d)(1), the Board shall either state the title or specifically identify the litigation to be discussed or state that doing so would jeopardize the district's ability to effectuate service of process upon unserved parties or to conclude existing settlement negotiations to its advantage. (Government Code 54956.9)~~

~~Agenda items related to pending litigation shall be described as a conference with legal counsel regarding either "existing litigation" or "anticipated litigation." (Government Code 54954.5)~~

~~"Existing litigation" items shall identify the name of the case specified by either the claimant's name, names of parties, or case or claim number, unless the Board states that to identify the case would jeopardize service of process or existing settlement negotiations. (Government Code 54954.5)~~

~~"Anticipated litigation" items shall state that there is significant exposure to litigation pursuant to Government Code 54956.9(d)(2) or (3) and shall specify the potential number of cases. When the district expects to initiate a suit, items related to anticipated litigation shall state that the discussion relates to the initiation of litigation pursuant to Government Code 54956.9(d)(4) and shall specify the potential number of cases. The agenda or an oral statement before the closed session may be required to provide additional information regarding existing facts and circumstances described in item #2 b-e above. (Government Code 54954.5)~~

~~Following the closed session, the Board shall publicly report, as applicable: (Government Code 54957.1)~~

~~1. Approval to legal counsel to defend, appeal or not appeal, or otherwise appear in litigation. This report shall identify the adverse parties, if known, and the substance of the litigation.~~

~~2. Approval to legal counsel to initiate or intervene in a lawsuit. This report shall state that directions to initiate or intervene in the action have been given and that the action, defendants, and other details will be disclosed to inquiring parties after the lawsuit is commenced unless doing so would jeopardize the district's ability to serve process on unserved parties or its ability to conclude existing settlement negotiations to its advantage.~~

~~3. Acceptance of a signed offer from the other party or parties which finalizes the settlement of pending litigation. This report shall state the substance of the agreement.~~

~~If approval is given to legal counsel to settle pending litigation but final approval rests with the other party or with the court, the district shall report the fact of approval and the substance of the agreement thereon to persons who inquire once the settlement is final. (Government Code 54957.1)~~

Each agenda item related to anticipated litigation shall only contain one such matter. For an anticipated litigation item that is anticipated based on Items #2, #3, or #5 above, the agenda item shall also include the facts or circumstances that might result in litigation, the claim or written threat of litigation, or the record of the threat. However, the agenda item shall not identify the alleged victim of unlawful or tortious sexual conduct or anyone making the threat on the alleged victim's behalf, or identify a public employee who is the alleged perpetrator of any unlawful or tortious conduct upon which a threat of litigation is based, unless the identity of the person has been publicly disclosed. (Government Code 54956.9)

Existing Litigation

Based on the advice of its legal counsel, the Board may hold a closed session to confer with or receive advice from its legal counsel regarding existing litigation when discussion of the matter in open session would prejudice the district's position with respect to such litigation. Litigation is considered to be "existing" when the district has been named a party to the litigation or a district officer or employee has been named a party to the litigation based on prior or prospective activities or alleged activities during the course and scope of that office or employment, including litigation in which involves whether an activity is outside the course and scope of the office or employment. For this purpose, "litigation" means any adjudicatory proceeding, including eminent domain, before a court, administrative body exercising its adjudicatory authority, hearing officer, or arbitrator. (Government Code 54956.9)

~~Joint Powers Agency Issues~~ Tort, Public, or Workers' Compensation Liability

The Board may meet in closed session to discuss a claim for the payment of tort liability losses, public liability losses, or workers' compensation liability incurred by a joint powers agency (JPA) formed for the purpose of insurance pooling or self-insurance authority of which the district is a member. ~~(Government Code 54956.95)~~

~~Closed session agenda items related to liability claims shall specify the claimant's name and the name of the agency against which the claim is made. (Government Code 54954.5)~~

~~Following the closed session, the Board shall publicly report the disposition of joint powers agency or self-insurance claims, including the name of the claimant(s), the name of the agency claimed against, the substance of the claim, and the monetary settlement agreed upon by the claimant. (Government Code 54957.1)~~(Government Code 54956.95)

Joint Powers Agency Issues

When the board of the JPA has so authorized and upon advice of district legal counsel, the Board may ~~also~~ meet in closed session in order to receive, discuss, and take action concerning information ~~obtained in a closed session of the JPA~~ that has direct financial or liability implications for the district and that was obtained in a closed session of a JPA of which the district is a member. During the Board's closed session, a Board member serving on the JPA board may disclose confidential information acquired during a closed session of the JPA to fellow Board members. (Government Code 54956.96)

~~Closed session agenda items related to conferences involving a JPA shall specify the name of the JPA, the closed session description used by the JPA, and the name of the Board member representing the district on the JPA board. Additional information listing the names of agencies or titles of representatives attending the closed session as consultants or other representatives shall also be included. (Government Code 54954.5))~~

Review of Audit Report from California State Auditor's Office

Upon receipt of a confidential final draft audit report from the California State Auditor's Office and before the report has been made public, the Board may meet in closed session to discuss its response to that report. After public release of the report from the California State Auditor's Office, any Board meeting to discuss the report ~~must~~ shall be conducted in open session, unless exempted from that requirement by some other provision of law. (Government Code 54956.75)

~~Closed session agenda items related to an audit by the California State Auditor's Office shall state "Audit by California State Auditor's Office." (Government Code 54954.5)~~

~~Following the closed session, the Board shall publicly confirm that the report was reviewed and a response was prepared.~~

Review of Assessment Instruments

The Board may meet in closed session to review the contents of any student assessment instrument approved or adopted for the statewide testing system. Before any such meeting, the Board shall agree by resolution to accept any terms or conditions established by the State Board of Education for this review. (Education Code 60617)

~~Agenda items related to the review of student assessment instruments shall state that the Board is reviewing the contents of an assessment instrument approved or adopted for the statewide testing program and that Education Code 60617 authorizes a closed session for this purpose in order to maintain the confidentiality of the assessment under review.~~

~~Following the closed session, the Board shall confirm that the assessment instruments were reviewed. Any actions related to the review shall be taken in open session without revealing any proprietary or confidential information and shall be a matter of public record.~~

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
Amber Lee-Alva

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Carmen Daniel
Kimberly Hines
Sophia Layne

MEMORANDUM

MEETING DATE: June 13, 2024
TO: Members of the Governing Board
FROM: Amber Lee-Alva, Superintendent
CATEGORY: Consent/Action
ITEM TITLE: Approval of Regular and Special Governing Board Meetings Minutes

BACKGROUND INFORMATION

The Governing Board routinely reviews and approves minutes from all regular meetings and special sessions.

REPORT/PROPOSAL

This board packet includes the unadopted minutes of the May 8, 2024, Special Board Meeting, May 9, 2024, Regular Board Meeting, and May 22, 2024, Special Board Meeting for consideration.

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

Staff recommends approval of Regular and Special Governing Board meeting minutes as submitted.

Special Governing Board Meeting Closed Session

(Unadopted) Meeting Minutes

CABRILLO UNIFIED SCHOOL DISTRICT

Wednesday, May 8, 2024 • 7:00 p.m.

Cabrillo Unified School District Board Room, 498 Kelly Avenue, Half Moon Bay, California 94019

1. OPENING BUSINESS

a. Call Public Session to Order

President Hines called the meeting to order at 7:08 p.m.

b. Roll Call / Quorum

Board Members Present:	Kimberly Hines, President Carmen Daniel, Vice President Mary Beth Alexander, Member Sophia Layne, Member
Administrators Present	Dr. Sean McPhetridge Bianca Forrester, Director of Personnel and Pupil Services

c. Pledge of Allegiance

President Hines led the Pledge of Allegiance.

2. APPROVAL OF AGENDA

President Hines motioned to approve the agenda as presented. Motion seconded by Member Daniel.

Motion (45) passed by a 4-0 vote.
Member Cortes—absent.

3. CLOSED SESSION

a. Identification of Closed Session Topics of Discussion

b. Public Comments on Closed Session Topics

None.

c. Adjourn to Closed Session – 7:15 p.m.

Board Members met privately for a Closed Session. Actions taken during the Closed Session are reported under the "Closed Session Action Report."

1. Public Employment Appointment (Government Code §54957)

- Title: Superintendent

c. Adjournment of Closed Session

4. RECONVENING OF OPEN SESSION

a. Closed Session Action Report

President Hines reported that no action was taken in Closed Session.

5. ADJOURNMENT

At 9:40 p.m., President Hines motioned to adjourn the Special Board Meeting. The Motion was seconded by Member Daniel.

Motion (46) passed by a 4-0 vote.
Member Cortes—absent.

Minutes prepared by Rosibel Acosta, Administrative Assistant to the Superintendent.

Minutes presented by Sean McPhetridge, Ed.D., Secretary to the Governing Board.

Certified by:

_____ _____
Lizet Cortes Date
Clerk to the Governing Board

DRAFT

Regular Governing Board Meeting

(Unadopted) Meeting Minutes

CABRILLO UNIFIED SCHOOL DISTRICT

Thursday, May 9, 2024 • Public Session: 6:00 p.m.
Cunha Intermediate School • 600 Church Street, Half Moon Bay, California 94019
Video Recording on Pacific Coast TV YouTube Channel:
https://www.youtube.com/playlist?list=PLFUunuheJ0ZVRqCNQQy7IC-5fv3KEKlPr

1. OPENING BUSINESS

a. Call Public Session to Order

President Hines called the meeting to order at 6:02 p.m.

b. Roll Call / Quorum

Board Members Present:	Kimberly Hines, President Carmen Daniel, Vice President Mary Beth Alexander, Member Sophia Layne, Member
Student Board Member Present:	Catalina Gonzalez-Johnston
Administrators Present:	Sean McPhetridge, Ed.D., Superintendent Leticia Bhatia, Ed.D., Deputy Superintendent of Educational Services J Jesús Contreras, Ed.D., Deputy Superintendent of Business Services

c. Pledge of Allegiance

Student Board Member Catalina Gonzalez-Johnston led the Pledge of Allegiance.

2. APPROVAL OF AGENDA

Member Alexander motioned to approve the agenda as presented. Motion seconded by Member Daniel.

Motion (47) was not voted on because Superintendent Dr. McPhetridge requested an amendment to the agenda, removing Item 5g, Modernization of CUSD Central Kitchen and CTE Sports Medicine Concepts.

President Hines motioned to approve the agenda as amended. Motion seconded by Member Layne.

Motion (48) passed by a 4-0 vote, with Student Board Member Gonzalez-Johnston voting aye.
Member Cortes—absent.

4. COMMUNICATIONS

a. Public Comments

Kristi Gillis, co-president of Farallone View PTO, expressed gratitude to the Farallone View administration, teachers, and staff for their dedication and the positive impact on students, highlighting their nurturing, educational, and supportive roles.

The Board received two (2) comments on nonagenda topics or Consent Items via the Google Public Comment Request form. Additionally, one (1) comment was received regarding the removed Item 5g, which was read during this section. For access, please refer to the link provided below:

https://drive.google.com/file/d/1_XB0Mh4OBSsYicuPbRUOlEJcJ5Hs5FkH/view?usp=sharing

b. Employee Organizations Report

CUTA Representatives

CUTA representative Sean Riordan welcomed new superintendent Amber Lee-Alva. Riordan emphasized the need for positive dialogue, reassessment of budgeting and negotiation practices, and prioritization of the attraction and retention of highly qualified teachers, counselors, and support staff, as outlined in the LCAP (Local Control Accountability Plan.)

CSEA Representatives

None.

c. Board Members Report

Member Mary Beth Alexander presented a gift to Catalina Gonzalez-Johnston on behalf of all Board members in appreciation of her service as a student board member. Member Alexander also highlighted the district receiving the Green Ribbon Award at the gold level and mentioned the Kent Awards for Agricultural Science and real-life learning. Lastly, she recommended the educational website ed100.org.

Member Carmen Daniel expressed appreciation for the Cunha band performance and K-12 art show at Coastside Gallery. Daniel also extended thanks to Superintendent Dr. McPhetridge for his support of marginalized communities and advocacy for solar panels and green initiatives.

Member Sophia Layne reported she testified before the State Senate Education Committee supporting Bill SB 1315 to streamline reporting requirements for school districts. Layne also reported attending the CSBA legislative committee meeting and the CUSD budget committee meeting. She highlighted the Agricultural Science program, CTE opportunities, Half Moon Bay High School field trips, and a discussion on AI in education. Layne lastly welcomed new superintendent Amber Lee-Alva and appreciated the contributions of CUSD staff during Teacher and Staff Appreciation Month.

President Kimberly Hines expressed appreciation for the Board's intensive work over the past months, highlighting their retreat on best practices, the evaluation and public engagement process for selecting a new superintendent, and the inclusion of various stakeholders. She thanked the board, staff, and community members for participating in listening sessions and surveys. President Hines concluded by emphasizing the value of community input and looked forward to discussing the superintendent candidate's contract later in the agenda.

d. Student Board Member Report

Student Board Member Catalina Gonzalez-Johnston shared school updates and thanked Board members, students, and teachers for their support and influence. She highlighted her growth in education policy, exposure to real-world politics, and college plans to study political science at UC Berkeley, and she appreciated the community's commitment to education.

e. Superintendent Report

Superintendent Dr. Sean McPhetridge welcomed Amber Lee-Alva as his successor, expressing confidence in her abilities and gratitude for his time in the community. He highlighted the district's

achievements, including the Green Ribbon Award, sustainability initiatives, and partnerships with various stakeholders, emphasizing the importance of these efforts in enhancing education.

Dr. McPhetridge addressed the district's ongoing and future projects, such as the central kitchen initiative and Career Technical Education programs. He discussed the significance of community input in these projects and acknowledged the contributions of teachers, students, and community members in achieving district goals.

Dr. McPhetridge concluded by reflecting on the challenges faced during his tenure, such as budget crises and COVID-19, and expressed appreciation for the Board, staff, students, families, and community. He noted the upcoming fact-finding for negotiations and the need for compromise and sacrifice to reach an agreement, emphasizing his hope for a positive resolution.

6. CONSENT AGENDA

a. Proclamation Recognizing June 2024 as LGBTQ+ Pride Month
b. Representatives to the California Interscholastic Federation League 2024-25
c. The HEAL Project FALL 2024 Environmental Sustainability Farm Field Trips Memorandum of Understanding
d. The HEAL Project Intensive Garden Program on Elementary Campuses Memorandum of Understanding
e. Ayudando Latinos a Soñar (ALAS) 2024 Summer School Services Agreement
f. Certificated Personnel Report
g. Classified Personnel Report
h. Enrollment Report
i. Donations to Cabrillo Unified School District
j. Warrant Register Report
k. Regular and Special Governing Board Meetings Minutes

President Hines requested a correction to the April 28, 2024, Special Board Meeting Minutes to change the day from Saturday to Sunday.

Member Layne motioned that the Consent Agenda be approved as amended. Motion seconded by Member Alexander.

ROLLCALL VOTE
Kimberly Hines, President – aye
Carmen Daniel, Vice President – aye
Lizet Cortes, Clerk – absent
Mary Beth Alexander, Member – aye
Sophia Layne, Member – aye

PREFERENTIAL VOTE
Catalina Gonzalez-Johnston, Student Board Member – aye

Motion (49) passed by a 4-0 vote, with Student Board Member Gonzalez-Johnston voting aye.

7. GENERAL BUSINESS

a. Farallone View Elementary School Presentation

Farallone View Elementary Principal Amy McVicker presented an update on the school's demographics, academic performance, enrichment programs, goals, and modernization.

b. The Heal Project Overview Presentation

The Heal Project Executive Director Amy Bono presented an overview of The HEAL Project, highlighting its Intensive Garden Program and farm field trips, which teach students about gardening, nutrition, and environmental literacy.

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c. Dyslexia Plan Update

Director of Educational Support Services Martha Ladd and Coordinator of Instruction, Categorical/Grants, and Special Projects Israel Castillo presented updates on the Dyslexia Plan, emphasizing universal screening, targeted interventions, and the continuous improvement for supporting students with dyslexia.

At 7:46 p.m., President Hines motioned to recess for 7 minutes. Motion seconded by Member Layne.

Motion (50) passed by a 4-0 vote, with Student Board Member Gonzalez-Johnston voting aye.
Member Cortes—absent.

President Hines reconvened the meeting at 7:54 p.m.

d. Cabrillo Unified Teachers Association (CUTA) Initial Proposals for Reopener Negotiations (2024-25)

CUTA Negotiations Co-Chair Joseph Centoni read the CUTA Sunshine Reopeners proposal for 2024-25. The letter is included in the link below:

https://drive.google.com/file/d/1ww02lt1rPmaiencBDellsYrDRxCpyNZO/view?usp=sharing

The Board received one (1) comment on this agenda topic via the Google Public Comment Request form. For access, please refer to the link provided below:

https://drive.google.com/file/d/1_XB0Mh4OBSsYicuPbRUOlEJcJ5Hs5FkH/view?usp=sharing

Member Alexander motioned to approve the Cabrillo Unified Teachers Association Initial Proposals for Reopener Negotiations for 2024-25. Motion seconded by Member Layne.

Motion (51) passed by a 4-0 vote, with Student Board Member Gonzalez-Johnston voting aye.
Member Cortes—absent.

e. Resolution 14-2024 Non-Reemployment of Certificated Employees

Member Alexander motioned that Resolution 14-2024 be approved as presented. Motion seconded by Member Layne.

ROLLCALL VOTE
Kimberly Hines, President – aye
Carmen Daniel, Vice President – aye
Lizet Cortes, Clerk – absent
Mary Beth Alexander, Member – aye
Sophia Layne, Member – aye

PREFERENTIAL VOTE
Catalina Gonzalez-Johnston, Student Board Member – aye

Motion (52) passed by a 4-0 vote, with Student Board Member Gonzalez-Johnston voting aye.

f. CUSD Fiscal Update

Deputy Superintendent of Business Services J Jesús Contreras provided a fiscal update that included the CUSD's Living Fiscal Stabilization Plan focus, an overview of the financial report timeline, and the 2024-25 True-ups and Assumptions.

The Board received one (1) comment on this agenda topic via the Google Public Comment Request form. For access, please refer to the link provided below:

https://drive.google.com/file/d/1_XB0Mh4OBSsYicuPbRUOlEJcJ5Hs5FkH/view?usp=sharing

~~g. Modernization of CUSD Central Kitchen and CTE Sports Medicine Concepts~~ – REMOVED

h. Proposal for Ongoing Construction Management Services Agreement with VANIR Construction Management, Inc.

Member Layne motioned to approve the Proposal for Ongoing Construction Management Services Agreement with VANIR Construction Management, Inc. The motion was seconded by Member Daniel.

Motion (53) passed by a 4-0 vote, with Student Board Member Gonzalez-Johnston voting aye. Member Cortes—absent.

i. Approval of Superintendent Contract

President Hines motioned to ratify the approval of the Superintendent contract, Amber Lee-Alva. Motion seconded by Member Layne.

Motion (54) passed by a 4-0 vote, with Student Board Member Gonzalez-Johnston voting aye. Member Cortes—absent.

8. ADJOURNMENT

Member Alexander motioned to adjourn the May 9, 2024, Board Meeting at 8:54 p.m. Motion seconded by Member Daniel.

Motion (55) passed by a 4-0 vote, with Student Board Member Gonzalez-Johnston voting aye. Member Cortes—absent.

Minutes prepared by Rosibel Acosta, Administrative Assistant to the Superintendent.

Minutes presented by Sean McPhetridge, Ed.D., Secretary to the Governing Board.

Certified by:

_____ _____

Lizet Cortes Date
Clerk to the Governing Board

DRAFT

Special Governing Board Meeting Closed Session

(Unadopted) Meeting Minutes

CABRILLO UNIFIED SCHOOL DISTRICT

Wednesday, May 22, 2024 • 6:00 p.m.

Cabrillo Unified School District Board Room, 498 Kelly Avenue, Half Moon Bay, California 94019

1. OPENING BUSINESS

a. Call Public Session to Order

Vice President Daniel called the meeting to order at 6:04 p.m.

b. Roll Call / Quorum

Board Members Present:	Carmen Daniel, Vice President Lizet Cortes, Clerk Mary Beth Alexander, Member Sophia Layne, Member
Administrators Present	Dr. Sean McPhetridge Bianca Forrester, Director of Personnel and Pupil Services Jennifer Marsh, Fiscal Director James Barnes, Coordinator of Student Service and Special Projects Drew Gamet, Director of La Costa Adult School

c. Pledge of Allegiance

Vice President Daniel led the Pledge of Allegiance.

2. APPROVAL OF AGENDA

Member Layne motioned to approve the agenda as presented. Motion seconded by Member Cortes.

Motion (56) passed by a 4-0 vote.
President Hines—absent.

3. GENERAL BUSINESS

a. Resolution 15-2024 Non-Reemployment of Classified Employee

Member Layne motioned to approve Resolution 15-2024 as presented. Member Cortes seconded the motion.

Ed Watkins, former CUSD employee who supervised construction and maintenance, advocated for the retention of the employee.

Rinaldo Veseliza, CUSD employee, described his work with the district and his desire to maintain his position.

Sophia Layne, Board member, thanked the speakers and acknowledged the difficult decisions staff must make on the best and most efficient ways to operationalize district goals.

Lizet Cortes, Board member, also acknowledged the difficulty of these staffing decisions and thanked staff for researching with legal counsel and the administrative law judge on the steps required for these difficult decisions.

Sean McPhetridge, superintendent, thanked the employee for his district service and acknowledged his appreciation for his shared vision for sustainability efforts in CUSD.

ROLLCALL VOTE
Kimberly Hines, President – absent
Carmen Daniel, Vice President – aye
Lizet Cortes, Clerk – aye
Mary Beth Alexander, Member – aye
Sophia Layne, Member – aye

Motion (57) passed by a 4-0 vote.
President Hines—absent.

3. CLOSED SESSION

a. Identification of Closed Session Topics of Discussion

b. Public Comments on Closed Session Topics

None.

c. Adjourn to Closed Session – 6:23 p.m.

Board Members met privately for a Closed Session. Actions taken during the Closed Session are reported under the "Closed Session Action Report."

1. Conference with Labor Negotiators (Government Code §54957.6)

- **District-designated representatives:** Dr. Sean McPhetridge, Superintendent
- **Employee organizations:** Cabrillo Unified Teachers Association, California School Employees Association Chapter 485, and Unrepresented

c. Adjournment of Closed Session – 6:23 p.m.

4. RECONVENING OF OPEN SESSION

a. Closed Session Action Report

Superintendent Dr. McPhetridge reported that no action was taken in Closed Session.

5. ADJOURNMENT

At 7:54 p.m., Member Cortes motioned to adjourn the Special Board Meeting. Member Daniel seconded the motion.

Motion (46) passed by a 4-0 vote.
President Hines—absent.

Minutes prepared by Rosibel Acosta, Administrative Assistant to the Superintendent.

Minutes presented by Sean McPhetridge, Ed.D., Secretary to the Governing Board.

DRAFT

Certified by:

_____ _____

Lizet Cortes
Clerk to the Governing Board

Date

DRAFT

CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
Amber Lee-Alva

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Carmen Daniel
Kimberly Hines
Sophia Layne

MEMORANDUM

MEETING DATE: June 13, 2024
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Deputy Superintendent of Educational Services
Bianca Forrester, Director of Personnel and Pupil Services
Andrew Boysen, Principal, Half Moon Bay High School
David Jones, 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 Jaya Miller and Valedictorian Angel Tinetti

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 2024 Salutatorian – Jaya Miller

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 2024 Valedictorian – Angel Tinetti
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 Jaya Miller and Valedictorian Angel Tinetti.

Certificate of Recognition

Cabrillo Unified School District

Presented to

Jaya Bunkin Miller

Outstanding Academic Achievement
Half Moon Bay High School Salutatorian 2024

Given this thirteenth day of June 2024

Amber Lee-Alva, Superintendent
Cabrillo Unified School District

Kimberly Hines, President
Governing Board, Cabrillo Unified School District

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Certificate of Recognition

Cabrillo Unified School District

Presented to

Angel Hanna Tinetti

Outstanding Academic Achievement
Half Moon Bay High School Valedictorian 2024

Given this thirteenth day of June 2024

Amber Lee-Alva, Superintendent
Cabrillo Unified School District

Kimberly Hines, President
Governing Board, Cabrillo Unified School District

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SUPERINTENDENT
Amber Lee-Alva

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
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Kimberly Hines
Sophia Layne

MEMORANDUM

MEETING DATE: June 13, 2024
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Deputy Superintendent of Educational Services
J Jesús Contreras, Ed.D., Deputy Superintendent of Business Services
Israel Castillo, Coordinator of Instruction/Categorical/Grants and Special Projects
CATEGORY: Presentation/Public Hearing
ITEM TITLE: 2024-27 Local Control and Accountability Plan (LCAP) Presentation, Local Indicators Presentation, and Public Hearing

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 eight 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 2024-2027 LCAP year must be posted as one document assembled in the following order:

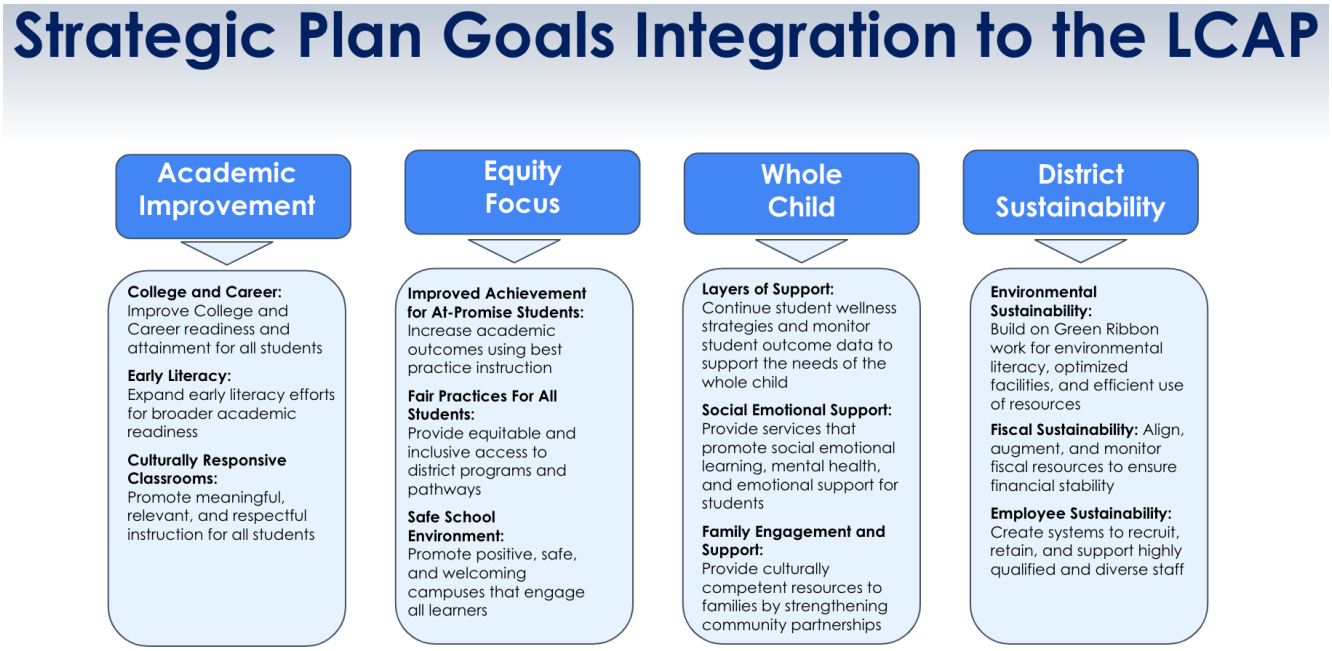
- LCFF Budget Overview for Parents
- Annual Update with instructions
- Plan Summary
- Stakeholder Engagement
- Goals and Actions
- Increased or Improved Services for Foster Youth, English Learners, and Low-income Students
- Expenditure Tables
- Instructions

Today's presentation will provide you with a *draft* and summary of the following items:

- LCAP Budget
- LCAP Annual Update
- Local Indicators Update
- Local Control and Accountability Plan Update

For the 2024-25 LCAP, the goals for CUSD have been modified to include our approved Strategic Plan and Differentiated Assistance goals and actions.

LCAP GOALS 2024-27



The 2024-2027 LCAP is currently in draft mode because schools are in session, which prevents us from reflecting on end-of-year metrics and the final budget. Additionally, the LCAP is under review by our partners at the San Mateo County Office of Education, who will provide final input during the summer months. If there are significant changes, CUSD leadership will report to the CUSD governing board at a future board meeting.

FISCAL ANALYSIS

The calculated LCFF supplemental dollars for the LCAP is $2,357,272.

RECOMMENDATION

For public hearing and information only.

CABRILLO UNIFIED SCHOOL DISTRICT

Every Student, Every Day!

LCAP Local Indicators
Board Presentation

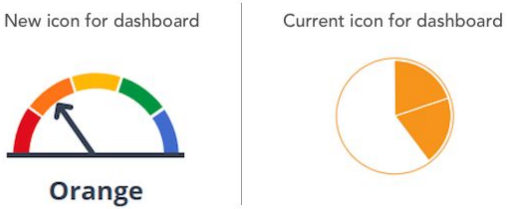
Dr. Leticia Bhatia
Deputy Superintendent of Educational Services
Governing Board Meeting
June 13, 2024

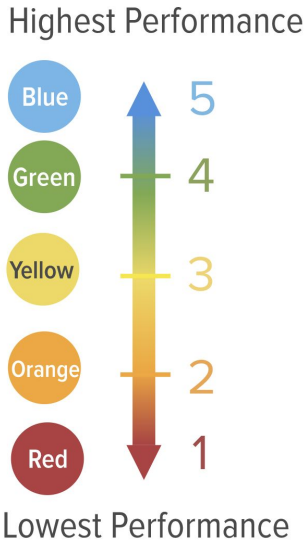
California School DASHBOARD

California Department of EDUCATION

Indicators to Measure Performance

State Performance Indicators

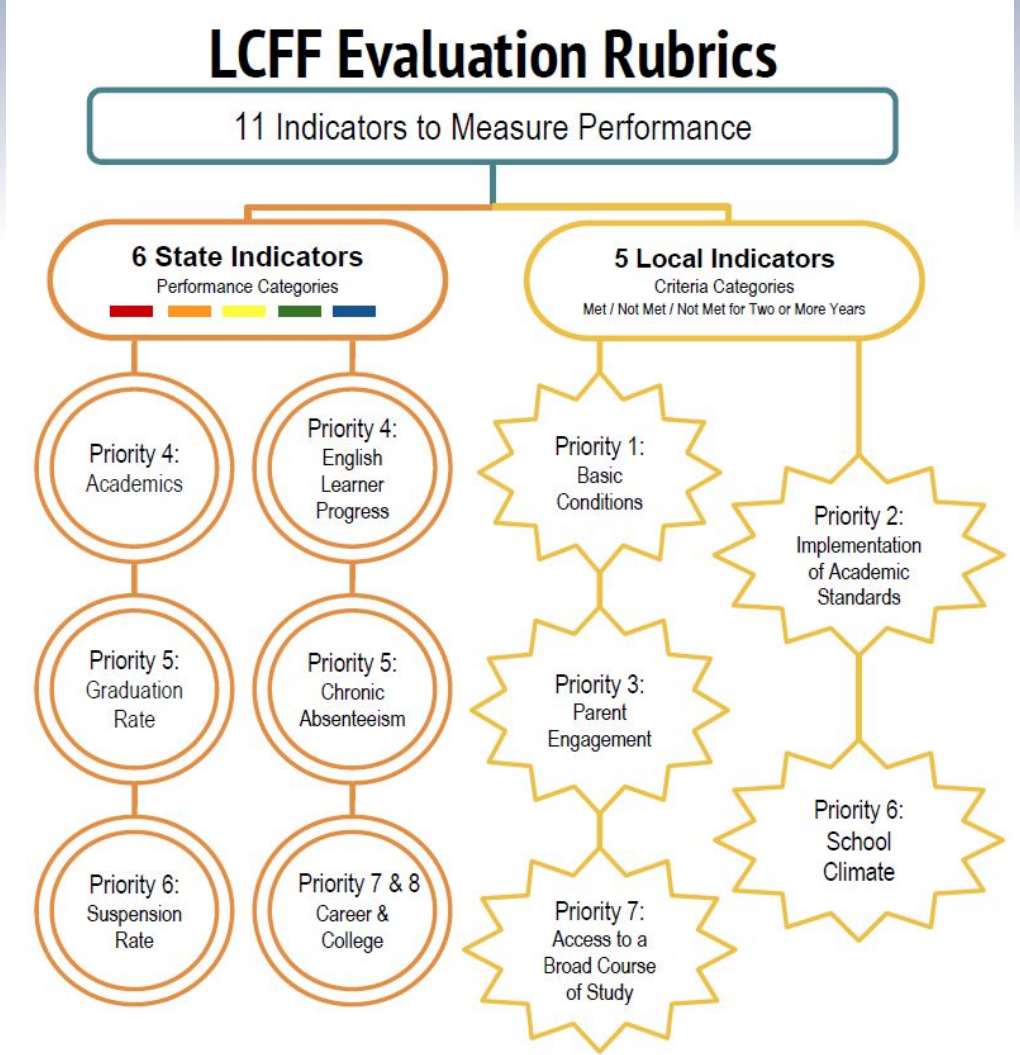




Local Performance Indicators

- Objectives Met
- Objectives Not Met
- Objectives Not Met for 2 or More Years

Local Control Accountability Plan

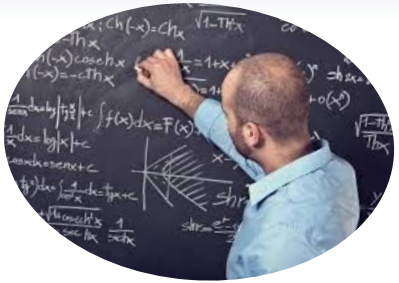


Priority 1: Basic Conditions

Objective Met

Tool Used: CA Department of Education DataQuest

Objective: To ensure that 83% of the Cabrillo Unified teacher workforce have California clear teaching credentials.



Analysis:

- 81.6% of teachers are considered Highly Qualified
- 8.9% of teachers working on clearing credentials via Induction/Tier II

Actions:

- Retainment
- Recruitment
- Training

Priority 1: Basic Conditions

Subject Area	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
Self-Contained Class	49.0	83.7%	4.1%	0.0%	8.2%	4.1%	0.0%	0.0%
Agriculture	0.0	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Art	2.8	97.9%	2.1%	0.0%	0.0%	0.0%	0.0%	0.0%
Career Technical Education	2.5	86.6%	0.0%	0.0%	0.0%	13.4%	0.0%	0.0%
Computer Education	0.4	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Drama/Theater	0.5	62.3%	0.0%	0.0%	0.0%	37.7%	0.0%	0.0%
English Language Arts	17.0	80.3%	0.0%	0.0%	3.5%	16.2%	0.0%	0.0%
Foreign Languages	5.3	75.2%	2.7%	0.0%	9.5%	12.8%	0.0%	0.0%
Health Education	0.3	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
History/Social Science	9.6	92.6%	0.4%	0.0%	0.0%	7.0%	0.0%	0.0%
Mathematics	10.4	73.4%	2.2%	0.0%	5.5%	18.9%	0.0%	0.0%
Media Arts	0.1	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%
Music	0.9	94.6%	5.4%	0.0%	0.0%	0.0%	0.0%	0.0%
Other Instruction-Related Assignments	12.3	87.1%	1.5%	0.0%	3.2%	4.9%	0.2%	3.0%
Physical Education	5.5	72.8%	4.9%	0.0%	12.2%	9.9%	0.0%	0.0%
Science	9.6	70.1%	1.5%	0.0%	14.5%	13.9%	0.0%	0.0%

Name	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
Cabrillo Unified	126.3	81.6%	2.5%	0.0%	6.7%	8.9%	0.0%	0.3%
San Mateo	4,585.4	82.9%	2.8%	1.4%	4.8%	6.7%	0.2%	1.1%
Statewide	279,044.9	84.0%	4.3%	1.7%	4.3%	5.2%	0.3%	0.2%

Objective Met

https://dq.cde.ca.gov/dataquest/DQCensus/TchAssgnOutcome.aspx?agglevel=State&cds=00&year=2021-

Data Quest - 2021-22 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE)

Priority 1: Basic Conditions GLOSSARY

Incomplete: An assignment monitoring outcome of “incomplete” indicates that missing or incorrect information about the assignment was reported to California Longitudinal Pupil Achievement Data System (CALPADS) by the local educational agency (LEA) which prevented a complete and accurate determination of the assignment authorization during the CTC assignment monitoring process. In some cases, the LEA or Monitoring Authority may have indicated that the assignment is appropriate; however, neither the CDE nor the CTC can validate the authorization basis for the assignment.

Ineffective: An assignment monitoring outcome of “ineffective” indicates that one or more relevant attributes of the assignment had no legal authorization from a permit, credential or waiver, or one or more relevant attributes of the assignment were authorized by the following limited permits:

- Provisional Internship Permits
- Short-Term Staff Permits
- Variable Term Waivers
- Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record

Out-of-field: An assignment monitoring outcome of “out-of-field” indicates that one or more relevant attributes of the assignment were authorized by the following limited permits:

- General Education Limited Assignment Permit (GELAP)
- Special Education Limited Assignment Permit (SELAP)
- Short-Term Waivers
- Emergency English Learner or Bilingual Authorization Permits
- Local Assignment Options (except for those made pursuant to T5 §80005(b))

Intern: An “intern” teacher is defined as someone who has a bachelor’s degree and has demonstrated subject matter competency in the subject area(s) or for the student population associated with the assignment, and who holds an intern credential while they complete coursework requirements to obtain a preliminary credential.

Teacher Credential Level: An indication of whether a teacher holds a "clear or preliminary teaching credential" or not. Teachers are defined as “fully credentialed” if they possess a clear or preliminary teaching credential. Teachers are defined as “not fully credentialed” if they do not possess a clear or preliminary teaching credential.

Teacher Experience Level: An indication of whether a teacher is considered to be “experienced” or "inexperienced" based on a count of the cumulative number of years a teacher has been providing educational services in a certificated position within any educational institution. Teachers are defined as “experienced” if they have more than two years of experience. Teachers are defined as “inexperienced” if they have two or fewer years of teaching experience.

Priority 2: Implementation of State Academic Standards

Objective Met

Tool Used: Multi Tiered System of Support (MTSS) Framework Implementation, District Wide Curriculum Implementation & Alignment, and Curriculum aligned to Common Core State Standards

Objective: To identify, monitor, and assess the level of implementation of MTSS throughout the district in order to promote and improve proficiency levels of all students.

In Progress:

- CORE Instructional Minutes
- Common Formative Assessments

Analysis:

- Moving towards target with MTSS Implementation
- Development of Diversity, Equity, and Inclusion (DEI)
- Full implementation of SST Manual for staff
- Curriculum Implementation and Design to support differentiated instruction
- Adoption of elementary Science curriculum and secondary Mathematics curriculum

Priority 2: Implementation of State Academic Standards Con't

Objective Met

Tools Used: CDE Self Reflection Tool

Objective: Score Level 4 (Full Implementation) or Level 5 (Full Implementation and Sustainability) on the CDE Self Reflection Tool

Analysis:

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Content area	1	2	3	4	5
English Language Arts – Common Core State Standards for English Language Arts				x	
English Language Development (Aligned to English Language Arts Standards)			x		
Mathematics – Common Core State Standards for Mathematics				x	
Next Generation Science Standards				x	
History-Social Science			x		

Self Assessment Tool

- Recently Adopted Academic Standards and/or Curriculum Frameworks

Actions:

- PD Surveys
- Analysis of PD Survey Data
- Site PD based on data

Priority 3: Parent Engagement

Objective Met

Tools Used: Panorama Survey/LCAP Survey/CA Healthy Kids Survey

Objective: Family Engagement based on 320 respondents from our Panorama Survey.

Analysis:

PANORAMA Survey (227 Parent Participants)

- Barriers to Engagement - increase by 1%
- School Climate - increase by 3%
- Family Engagement - increase by 1%

Actions:

- Parent Committee Engagement
- Parent Events
- Surveys
- Analysis of Survey Data

Self Assessment Tool

- Building relationships between school staff and families
- Building partnerships for student outcomes

Priority 6: School Climate

Objective Met

Tool Used: Healthy Kids Survey 2021-22 to 2022-23 (643-672 respondents total)

Objective: 59% of students feel they belong to their school **Analysis:** Data Sample

	5th: 21-22	22-23	**7th:** 21-22	22-23	**9th:** 21-22	22-23	**11th:** 21-22	22-23
Number of Respondents:	59	26	184	174	209	231	191	241
School Connectedness:	76%	67%	50%	44%	51%	49%	60%	47%
Academic Motivation:	86%	87%	57%	54%	53%	59%	52%	57%
Caring Adult Relationship:	78%	63%	47%	43%	50%	50%	61%	50%
School Perceived as Safe or Very Safe:	76%	83%	42%	39%	52%	53%	54%	60%

Actions:

- MTSS training
- PBIS Training
- Implement LCAP Goal #3 and Goal #4
- SEL Professional Development

Average for all grades 21-22 to 22-23: **Summary Averages:**

- 59%-52% School Connectedness **59%-56%**
- 62%-64% Academic Motivation
- 59%-52% Caring Adult Relationship
- 56%-59% School Perceived as Safe or Very Safe

Priority 7: Access to Broad Course of Study

Tool Used: CUSD Registrar records

Objective Met

Objective: Measured progress to the extent that students have access to, and are enrolled in, a Broad Course of Study.

In grades 9-12, we define a Broad Course of Study as:

- ★ A Course Catalog that provides students with several opportunities to meet the UC-CSU “a-g” requirements
- ★ Increased CA Dashboard College and Career Indicator
- ★ Coursework that includes optional two year CTE pathways, such as Agriculture, Building Trades, and Construction
- ★ Courses that meet the UC/CSU entrance requirements

Next Steps

- Publish findings to California School Dashboard by 12/1/24 http://www.caschooldashboard.org
- Prioritize gap areas
- Focus objectives on **GROWTH** in subsequent years

Questions?

Thank you!

CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
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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 proposed Local Control Accountability Plan (LCAP) for the fiscal year 2024-25 on June 13, 2024, at 6:00 pm at the Cunha Intermediate School Multi-purpose Room, Half Moon Bay, CA 94019. The meeting agenda will be posted on the District website, https://www.cabrillo.k12.ca.us/ on June 7, 2024. A copy of the draft LCAP will be available for public examination at the Cabrillo Unified School District website, https://www.cabrillo.k12.ca.us/, from June 7 to June 13, 2024.

For an electronic copy of the LCAP, please visit our CUSD LCAP webpage. Printed LCAP copies will be available upon request at CUSD's District Office located at 498 Kelly Avenue, Half Moon Bay, CA 94019 (Mon-Fri 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 on Thursday, June 27, 2024, at 6:00 p.m.

Thursday, June 13, 2024 at 6:00 PM

Cabrillo Unified School District

Governing Board Meeting at:

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

Posted: Friday, May 31st, 2024

CABRILLO UNIFIED SCHOOL DISTRICT

Every Student, Every Day!

Local Control Accountability Plan

2024/25 → 2025/26 → 2026/27 and Local Dashboard Presentation

Dr. Leticia Bhatia
Deputy Superintendent of Educational Services

Governing Board Meeting
June 13, 2024

AGENDA

1. Local Control Accountability Plan General Overview
2. CUSD LCAP Goals: 2024-2027
   a. Highlights of Actions and Services
3. Financial Overview
4. Questions/Comments

LCAP Overview

Strategic Plan Goals Integration to the LCAP

Academic Improvement

College and Career: Improve College and Career readiness and attainment for all students

Early Literacy: Expand early literacy efforts for broader academic readiness

Culturally Responsive Classrooms: Promote meaningful, relevant, and respectful instruction for all students

Equity Focus

Improved Achievement for At-Promise Students: Increase academic outcomes using best practice instruction

Fair Practices For All Students: Provide equitable and inclusive access to district programs and pathways

Safe School Environment: Promote positive, safe, and welcoming campuses that engage all learners

Whole Child

Layers of Support: Continue student wellness strategies and monitor student outcome data to support the needs of the whole child

Social Emotional Support: Provide services that promote social emotional learning, mental health, and emotional support for students

Family Engagement and Support: Provide culturally competent resources to families by strengthening community partnerships

District Sustainability

Environmental Sustainability: Build on Green Ribbon work for environmental literacy, optimized facilities, and efficient use of resources

Fiscal Sustainability: Align, augment, and monitor fiscal resources to ensure financial stability

Employee Sustainability: Create systems to recruit, retain, and support highly qualified and diverse staff

CUSD Strategic Plan Goals

LCAP OVERVIEW

THE LCAP "THROUGH LINE"

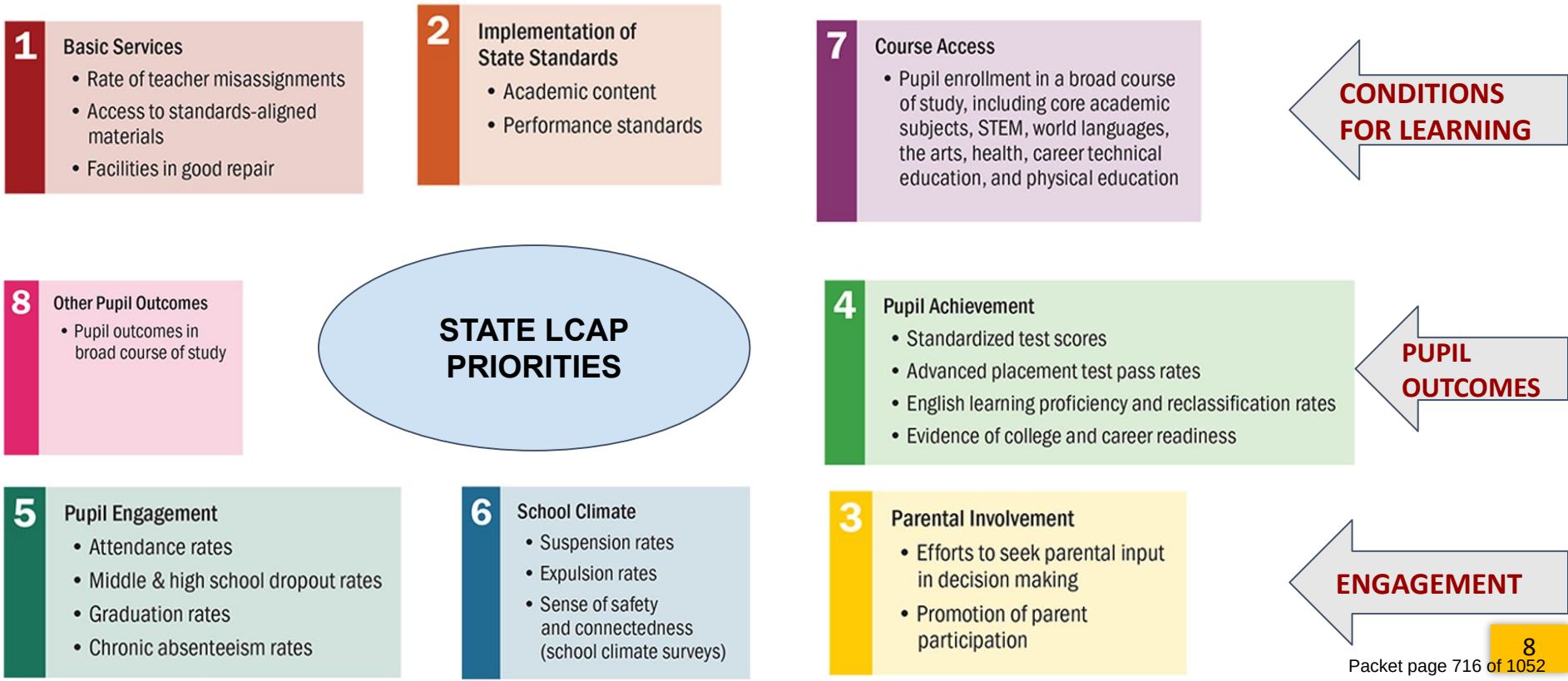


- It is important to look at the LCAP as a whole.
- The LCAP is composed of different sections.
- The sections are interrelated. The document is greater than the sum of its parts.

CA Dashboard Overview

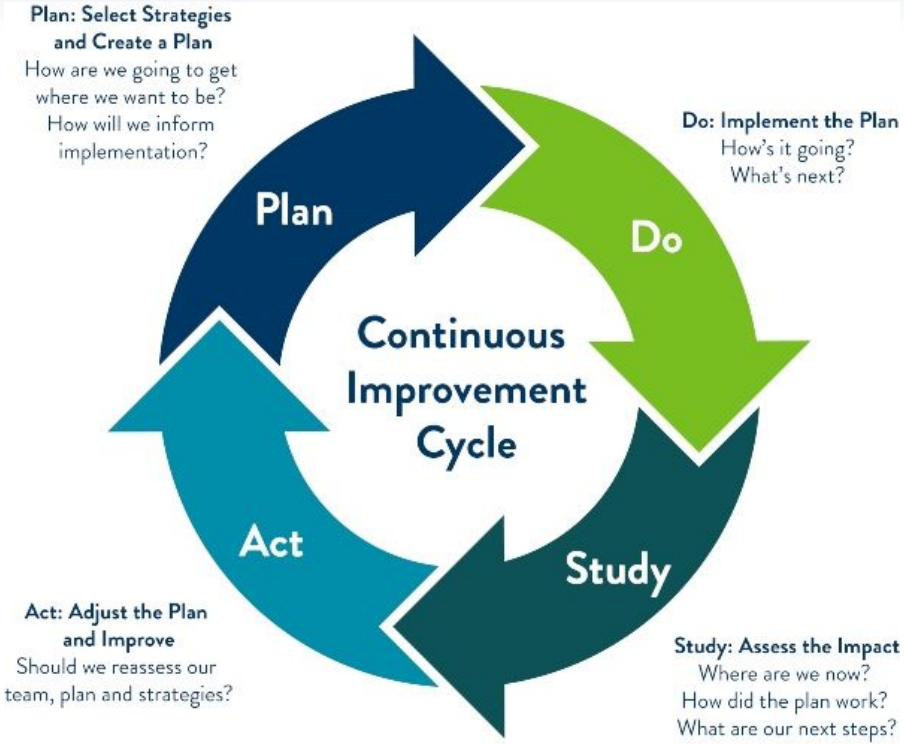
California School Dashboard

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.



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.



CUSD New Goals

2024/25 → 2025/26 → 2026/27

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

LCAP GOAL 1 | Academic Improvement

Broad Goal Goal (LCAP Priority 1,2, 7, & 8)

GOAL 1

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, and provide opportunities for all students to access courses.

These areas will be evaluated regularly 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

Academic Improvement | College and Career Actions and Services

1.1A | Increase professional learning to deepen understanding of equity concerns and cultural competence for all educators

1.1B | Engage in a data-driven process to determine an appropriate allocation of Reading Intervention and ELD support for students needing it

1.1C | Develop and implement guidelines for proactively supporting student attendance and engagement

1.1D | Provide credit recovery opportunities for high school students needing additional graduation credits | Provide academic interventions and enrichment opportunities during and/or after regular school hours

1.1E | Provide academic interventions and enrichment opportunities during and/or after regular school hours

1.1F | Evolve high school academic programs and processes to increase opportunities and participation in courses of high interest and value to students

Academic Improvement | Early Literacy Efforts
Actions and Services

Early Literacy Efforts

1.2A | Standardize the literacy curriculum for the early learning program and align with after-school wrap-around services

1.2B | Expand a full inclusion early learning program to ensure all students access high-quality instruction in an inclusive setting

1.2C | Standardize early learning assessments for the development of individualized early learning plans

1.2D | Implement state and board-adopted curricula to increase student outcomes in mastery of Common Core State Standards

1.2E | Engage in targeted language and literacy instruction aligned with the science of reading in PK-3rd grade

1.2F | Participate in the K-3rd Big Lift Inspiring Program (BLIS) to increase summer learning opportunities for our At-Promise Students

Academic Improvement | Culturally Responsive Classrooms Actions and Services

Culturally Responsive Classrooms

1.3A | Continue training staff on best practice models of first instruction in the classroom to lower needs for intervention later

1.3B | Provide staff with culturally responsive curricula and materials to support inclusive and supportive learning environments

1.3C | Conduct site and classroom visits that are focused on monitoring and supporting culturally responsive teaching methods

1.3D | Expand existing after-school and summer school supports to improve student academic outcomes

1.3E | Continue outreach and translation services for families/caregivers to increase access to educational resources

1.3F | Monitor instruction to ensure teaching affirms and includes multicultural and multilingual backgrounds

Academic Improvement | Differentiated Assistance ELA Academic Performance

This goal was confirmed through our engagement with educational partners and the community. The importance of academic performance amongst all students was repeatedly emphasized during feedback sessions and throughout survey data. In addition, there is a need to increase student achievement through basic services and targeted best-practice instruction aligned to the state standards. As ELA Academic performance represents an area of concern, our district will specifically focus on student engagement to improve the outcomes of all identified subgroups.

Additionally, Actions 1.1 and 1.2 in this goal address the requirement to include one or more specific actions within the LCAP for any LEAs that have Red Dashboard indicators (or Very Low Status) for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA.

Academic Improvement | Differentiated Assistance / Math Academic Performance

An explanation of why the LEA has developed this goal follows. This goal was confirmed through our engagement with educational partners. The importance of Math Academic Performance was repeatedly emphasized during feedback sessions and throughout survey data. In addition, the need to increase Mathematics professional development focused on best practices in mathematics was highlighted. As we work on increasing Math Academic Performance we will ensure to highlight this as an area of concern and strategically focus on data-driven instruction to improve in the identified groups.

Additionally, Actions 1.1A, 1.1E, 1.1F, 1.2D, 1.3A, and 1.3B in this goal address the requirement to include one or more specific actions within the LCAP for any LEAs that have Red Dashboard indicators (Very Low Status) for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school in the LEA.

Academic Improvement | Differentiated Assistance / College & Career Readiness

This goal was confirmed through our engagement with educational partners. The importance of preparing our students for college and careers is repeatedly emphasized during feedback sessions and throughout survey data. In addition, the need to increase professional learning to deepen the understanding of equity concerns and cultural competence for all educators is the key to ensuring that our students are prepared for college and careers.

Providing credit recovery opportunities for high school students was highlighted, and we know this is definitely an area of concern in our district. We will work to support these efforts and ensure that we have well-established lines of communication with our families and staff.

Additionally, Actions 1.1C, 1.1D, 1.1E, and 1.1C in this goal address the requirement to include one or more specific actions within the LCAP for any LEAs that have Red Dashboard indicators (or Very Low Status) for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA.

LCAP GOAL 2 | Focus on Equity

Broad Goal Goal (LCAP Priority 4 & 5)

GOAL 1

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.

LCFF Priority **4**: Pupil Achievement
LCFF Priority **5**: Pupil Engagement

Focus on Equity | Improved Achievement for At-Promise Students: Increased academic outcomes using best practice instruction

2.1A | Increase English Language Development Supports (PK-8th grade) to help reclassify students earlier to English proficient status for increased access to academic courses

2.1B | Increase teacher training and monitor the use of classroom ELD Strategies to support students with Designated and Integrated ELD

2.1C | Provide professional development to support best practice instruction for Students with Disabilities and other At-Promise Students

2.1D | Integrate culturally relevant enrichment programs and wellness supports into core curricula

2.1E | Develop early intervention plans based on early learning screeners in core PK-3rd grade content areas and in alignment with Big Lift literacy efforts

2.1F | Maintain interpretation and translation services for Non-English speaking families (e.g., maintenance of school community relations assistants)

Focus on Equity | Fair Practices For All Students: Provide equitable and inclusive access to district programs and pathways

2.2A | Convene a Diversity, Equity, and Inclusion (DEI) Committee as recommended in CUSD Equity Audit

2.2B | Increase outreach to Spanish-speaking (hispanohablante) families to improve school-home communication and support student outcomes

2.2C | Review current course and program enrollment process and requirements to increase advanced course enrollment opportunities for all student subgroups

2.2D | Institutionalize Link Crew and WEB programs at HMBHS and Cunha to help foster student leadership and provide peer mentoring

2.2E | Engage all school communities to systematically review data on student outcomes and identify solutions to support equitable schools and build high-quality school-family relationships

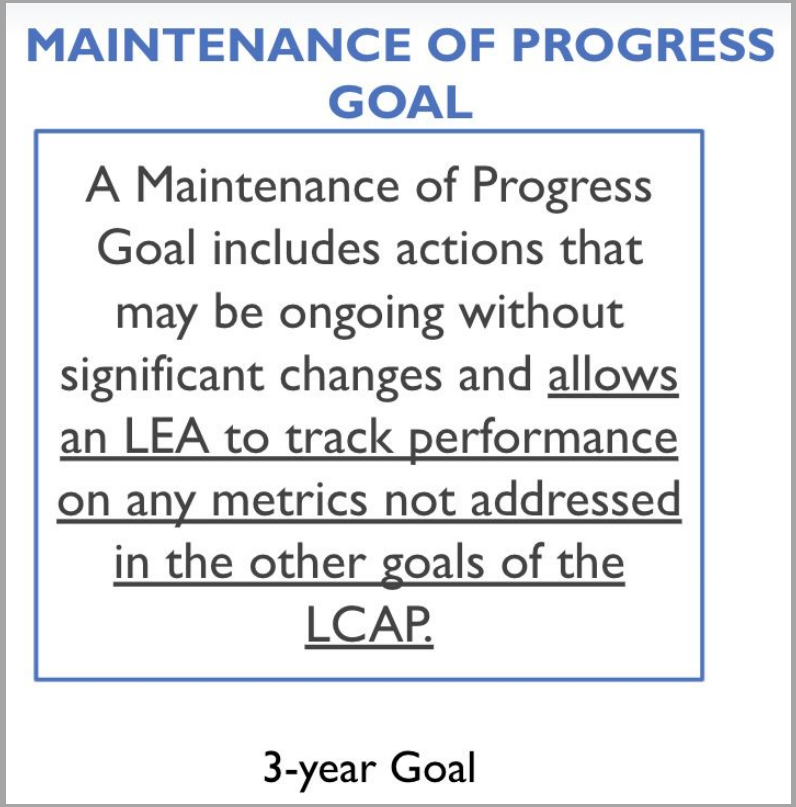
2.2F | Increase professional development to support At-Promise Students, enhance teacher-student relationships, and improve peer interactions

Focus on Equity | Differentiated Assistance - English Learner Progress

This goal was confirmed through our engagement with educational partners and the community. The importance of academic performance amongst our English Learners was repeatedly emphasized during feedback sessions and throughout survey data. In addition, the CAASPP data indicated large gaps in student achievement in our English Learner group. It is evident that there needs to be a focus on our English Learner student achievement through basic services and targeted best practice instruction aligned to the state standards. Our English Learner Progress represents an area of concern and our district will specifically focus on designated multilingual strategies to improve the outcomes of our identified subgroup.

Additionally, Actions 2.1A, 2.1B, 2.1D, and 2.2F in this goal address the requirement to include one or more specific actions within the LCAP for any LEAs that have Red Dashboard indicators (or Very Low Status) for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA.

Maintenance of Progress Goals



Whole Child

Maintenance of Progress Goal (Priority 3 & 5)

GOAL

The metrics and actions within this goal will be implemented to ensure that the progress made within the whole child. Progress will be measured and monitored through our systems in the areas of Behavior, Social Emotional Learning, Mental Health, and Academics to guide ongoing services. Continue to support student wellness strategies and monitor student outcome data to support the whole child. This goal will be maintained over the coming three years. We 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

Whole Child | Layers of Support

Continue student wellness strategies and monitor student outcome data to support the whole child

3.1A | Expand on robust athletics and VAPA programs to create more diverse opportunities for student belonging (e.g., clubs)

3.1B | Utilize measurement and monitoring systems in the areas of Behavior, Social Emotional Learning, Mental Health, and Academics to guide ongoing services

3.1C | Integrate thematic units incorporating culturally relevant lessons, Visual Arts and Performing Arts, Environmental Sustainability, STEM, and wellness supports into core curricula

3.1D | Promote nutrition, health education, and physical activity within the core curriculum

3.1E | Implement a PK-12th MTSS tiered plan of staff and student support providing standardized intervention strategies designed to enhance core instruction and serve student needs

3.1F | Engage in Plan-Do-Study-Act Cycles of Inquiry to review CHKS data and integrate into SPSA goals

Whole Child | Social Emotional Support Provide services promoting social-emotional learning, mental health, and emotional support for students

3.2 A | Continue implementation of Positive Behavior Intervention Support (PBIS), Multi-Tiered System of Supports (MTSS), and Pyramid Framework for PK-12 (5.1)

3.2B | Implement evidence-based Social Emotional Learning (SEL) programs and curriculum in grades PK-12 to support student well-being

3.2 C | Provide access to direct school-based mental health counseling programs that are evidence-based to help support student engagement and well-being

3.2 D | Continue development and implementation of Behavior Intervention Plans (BIPs) for students identified as needing those services by Coordination of Services Teams (COST)

3.2 E | Maintain community partnerships to provide cost-effective resources that can help support students and families

3.2 F | Provide evidence-based SEL workshops to strengthen individual and community well-being (TK-12)

Whole Child | Family Engagement and Support:
Provide culturally competent resources to students and families by strengthening community partnerships

3.3A | Provide family engagement support to help families prioritize student attendance and support academic progress

3.3B | Maintain participation with family organizations (e.g., ELAC, DELAC, PTO, SIPA, SSC, et cetera) and initiate DEI Committee to advise on the process

3.3C | Develop a communication plan for regular family engagement activities at district and school sites to foster positive relationships for staff and families

3.3D | Expand case management strategy with an emphasis on parent/family education and support

3.3 E | Increase parent/family training on College and Career student pathways (e.g., A-G graduation pathway, CUSD graduation pathway, dual enrollment, and concurrent enrollment)

3.3 F | Develop a home visit protocol as part of standard student intervention processes

Whole Child | Differentiated Assistance - Suspension Rates

This goal was confirmed through our engagement with educational partners. We will focus on maintaining our students actively engaged in the classrooms to improve academic performance and provide a safe learning environment for all students. Suspension rates were areas of concern repeatedly emphasized during feedback sessions and throughout survey data. In addition, it is important to ensure that we incorporate restorative practices throughout our district. We aim to utilize measurement and monitoring systems in the areas of Behavior, Social Emotional Learning, Mental Health, and Academics to guide ongoing services.

As chronic Suspension Rates represent an area of concern, our district will specifically focus on restorative practices and PBIS intervention support practices to keep students in school learning, provide a safe learning environment, and focus on students' well-being.

Whole Child | Differentiated Assistance - Chronic Absenteeism

This goal was confirmed through our engagement with educational partners. The importance of family engagement was repeatedly emphasized during feedback sessions and throughout survey data. In addition, the need to increase access to community resources and parent education programming was also highlighted. As chronic absenteeism represents an area of concern, our district will specifically focus on ensuring that daily attendance improves through monitoring and support efforts as well as through family education opportunities.

Additionally, Actions 3.1E, 3.1F, 3.3C, 3.3D, and 3.3F in this goal address the requirement to include one or more specific actions within the LCAP for any LEAs that have Red Dashboard indicators (or Very Low Status) for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA.

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

District Sustainability Goal

Focus Goal (Priority 6 and 8)

DISTRICT SUSTAINABILITY

Build on environmental literacy efforts, optimized facilities, and efficient use of resources; and ensure adequate and efficient staffing as a way to control operational costs and "right size" services to match school enrollments.

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.

DESCRIPTION

Analysis of different domains of referral data, survey data of students, parents, and teachers will help 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. Staff will be supported 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

District Sustainability Goal | Environmental Sustainability

4.1A | Implement Environmental Sustainability scope and sequence of experiences to provide all students with environmental literacy and outdoor learning activities

4.1B | Train TK-5 educators using district science adoption to increase early scientific literacy

4.1C | Maintain energy consumption and waste reduction awareness campaigns districtwide

4.1D | Maintain clean and orderly classrooms and schools to support learning and ensure the safety of students and staff

4.1E | Develop a multi-year Environmental Sustainability Plan to guide ongoing district actions toward promoting district-wide sustainability strategies

4.1F | Continue ongoing bond investments to build upon school gardens, solar power generation, and water capture strategies at every school site

District Sustainability Goal | Fiscal Sustainability

4.2A | Follow FCMAT fiscal health framework to address deficit spending and increase reserves

4.2B | Adopt and enact a Fiscal Stabilization Plan to provide reductions and savings required of financial solvency and sustainability

4.2C | Explore a replacement parcel tax to increase funding for staff compensation

4.2D | Improve the use of CUSD's position control system to ensure adequate and efficient staffing as a way to control operational costs and "right size" services to match school enrollments

4.2E | Implement SMCOE's recommended budget development process to secure an accurate account of expenditures and income

4.2F | Continue to engage in Budget Advisory Committee meetings to obtain regular feedback on budgetary decisions

District Sustainability Goal | Employee Sustainability

4.3 A | Collaborate with California Department of Education, higher education institutions, and other recruitment organizations and agencies to engage a diverse and highly skilled talent pool

4.3B | Develop an employee feedback survey for all staff to provide data for HR decision making

4.3C | Explore alternative compensation structures to incentivize recruitment and retention of high potential, high performing, and diverse staff (e.g., below-market-rate staff housing)

4.3D | Support beginning educators in their practice through the California Commission on Teacher Credentialing Teacher Induction Model

4.3E | Promote a "Grow Your Own" program to help identify local talent and support CSEA employees for teacher certification and career advancement

4.3F | Develop a district webpage to communicate opportunities for employee advancement through professional development by 2025

NEW METRICS

(1) Academic Improvement	
Goal	**Metric**
College and Career: Improve College and Career awareness, readiness, and attainment for all students	By 2029, high school students will show a 10% increase in 12th grade completion of UC/CSU "a-g" requirements and CA Dashboard College and Career Indicator
Early Literacy: Expand early literacy efforts for broader academic readiness	By 2029, 75% of K-3rd grade students will demonstrate a 10% increase on the Dibels Assessment (June 2028-2029)
Culturally Responsive Classrooms: Promote meaningful, relevant, and respectful instruction for all students	By 2029, current gaps existing among 3rd, 7th, and 11th grade student subgroups will decrease by 10% in CAASPP ELA/Math

(2) Focus on Equity	
Goal	**Metric**
Improved Achievement for At-Promise Students: Increased academic outcomes using best practice instruction	By 2029, 3rd, 7th, and 11th grade At-Promise Students will demonstrate 10% growth on the CAASPP Assessments (ELA and Math), ELPAC, and RFEP rates of reclassification
Fair Practices For All Students: Provide equitable and inclusive access to district programs and pathways	By 2029, CUSD will show a 10% increase in participation of At-Promise Students in Advanced Placement (AP) and Honors Courses, Interscholastic Athletics, and Electives
Safe School Environment: Promote positive, safe, and welcoming campuses that engage all learners	By 2029, reduce exclusionary discipline by 10% in secondary schools, increasing Restorative Justice practices in all sites

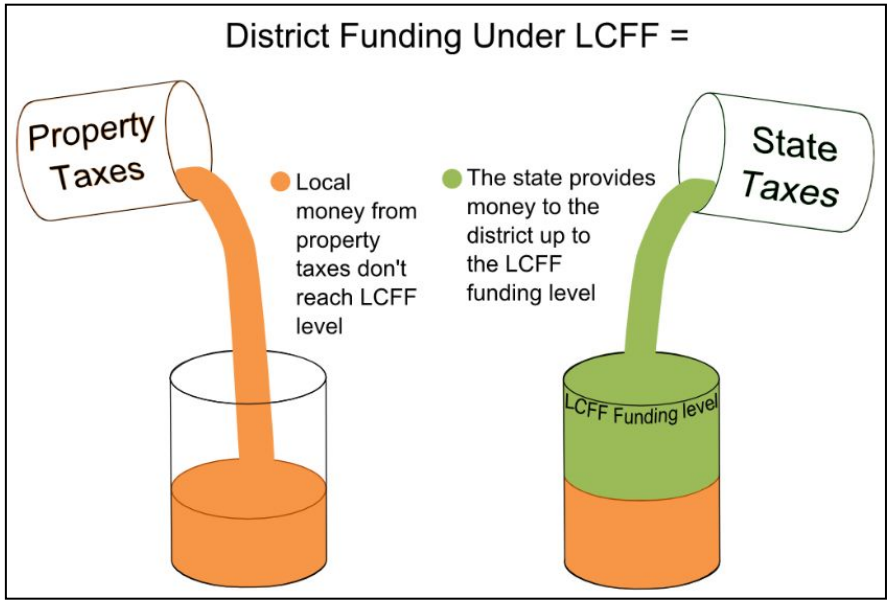
(3) Whole Child	
Goal	**Metric**
Layers of Support: Continue student wellness strategies and monitor student outcome data to support the whole child	By 2029, 75% of 5th, 7th, 9th, and 11th grade California Healthy Kids Survey (CHKS) student responses on school connectedness will increase by at least 10%
Social Emotional Support: Provide services promoting social emotional learning, mental health, and emotional supports for students	By 2029, expulsion and suspension data will decrease by 10% and attendance rates will increase by 10%.
Family Engagement and Support: Provide culturally competent resources to students and families by strengthening community partnerships	By 2029, implement a plan for home-school connectedness demonstrating a 10% increase as shown in parent/family surveys

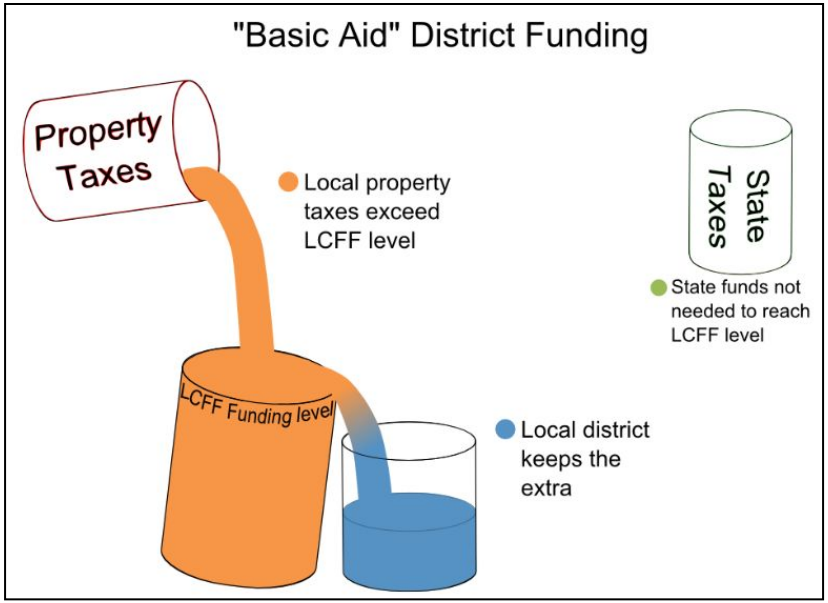
(4) District Sustainability	
Goal	**Metric**
Environmental Sustainability: Build on environmental literacy efforts, optimized facilities, and efficient use of resources	By 2029, 5th grade CAASPP CAST scores will increase by at least 10%, and costs from energy and water savings will decrease by 10%
Fiscal Sustainability: Align, augment, and monitor fiscal resources to ensure financial stability	In both current year and out years in the district's multi-year budgeting process, CUSD will work to meet its legally required minimum three percent (3%) reserve for economic uncertainties ensuring positive certifications.
Employee Sustainability: Create systems to recruit, retain, and support highly qualified and diverse staff	By 2029, increase the percentage of diverse teaching staff by 3%, and increase the percentage of teachers participating in professional development towards career advancement by 3%.

LCAP FISCAL OVERVIEW

2024/25 → 2025/26 → 2026/27

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	2024-2025
Total ADA*	3218	3192	3153	3095	3027	2933	2803	2748	2663	Enrollment TBD
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**	**$2,357,272**

Questions?

Thank you!

Appendix & Resources

Community Resources

Flyers for Parents (and Those New to the Dashboard)

- Getting to Know the California School Dashboard(PDF)
- Getting to Know the Dashboard State Measures(PDF)
- How Dashboard Colors are Determined(PDF)
- How to View Performance of a School or District on the Dashboard(PDF)
- Exploring the Equity Report(PDF)
- How to Compare Schools on the Dashboard(PDF)
- Getting to Know the Local Measures(PDF)
- Information on Local Measures for Parents(PDF)

Translated flyers are available on the Translations Tab of the Dashboard Resources web page.

Additional Resources

School Dashboard Additional Reports and Data

State Indicator Flyers

- What Data Will Be Used for the 2023 Dashboard?(PDF)
- Academic Indicators(PDF)
  - **English Learner Students in the Academic Indicators** (Coming in January 2024)
  - Information on the Participation Rate(PDF)
    - **Translated Versions of Information on the Participation Rate Flyer** (Coming in January 2024)
- Chronic Absenteeism Indicator(PDF)
- College/Career Indicator(PDF)
- English Learner Progress Indicator(PDF)
  - Alternate English Language Proficiency Assessments for California (ELPAC) Results in the English Learner Progress Indicator(PDF)
  - English Language Proficiency Assessments for California (ELPAC) Participation Rate(PDF)
- Graduation Rate(PDF)
- Suspension Rate(PDF)

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Cabrillo Unified School District	Amber Lee-Alva Superintendent	TBD (650) 712-7100

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

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 - CAASPP Assessment (Grades 3rd- 12th) Local Assessment - Literably 8th (Grades K-2nd)	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%	Lexia Learning discontinued the Rapid Assessment for the 2023-2024. In the meantime, we are sharing our CAASPP results since they will be a focal metric in our new LCAP. ALL STUDENTS	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
	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% 7th - 25% 8th - 36%	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% 7th - 65% 8th - 49%	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% 7th - 66% 8th - 72%	3rd - 44% 4th - 44% 5th - 43% 6th - 32% 7th - 40% 8th - 42% 11th - 41% ENGLISH ONLY 3rd - 63% 4th - 60% 5th - 64% 6th - 46% 7th - 59% 8th - 50% 11th -56% ENGLISH LEARNERS 3rd - 3% 4th - 10% 5th - 9% 6th - 3% 7th - 0% 8th - 0% 11th - 6% SPECIAL EDUCATION 3rd - 6% 4th - 11% 5th - 10% 6th - 14% 7th - 7% 8th - 5% 11th - 5%	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% 7th - 35% 8th - 46%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	11th - 33% HISPANIC LATINO 3rd - 6% 4th - 4% 5th - 4% 6th - 6% 7th - 12% 8th - 7% 9th - 25% SOCIOECONOMICALLY DISADVANTAGED 3rd - 23% 4th - 8% 5th - 10% 6th - 24% 7th - 24% 8th - 15% 11th - 50%	11th - 67% HISPANIC LATINO 3rd - 16% 4th - 10% 5th - 26% 6th - 21% 7th - 21% 8th - 27% 11th - 32% SOCIOECONOMICALLY DISADVANTAGED 3rd - 16% 4th - 6% 5th - 23% 6th - 20% 7th - 22% 8th - 27% 11th - 26%	11th - 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 - 71% 4th - 64% 5th - 63% 6th - 52% 7th - 67% 8th - 60% 11th -70% HISPANIC LATINO 3rd - 31% 4th - 35% 5th - 36% 6th - 19% 7th - 25% 8th - 48% 11th - 24% SOCIOECONOMICALLY DISADVANTAGED 3rd - 16% 4th - 24% 5th - 30% 6th - 26% 7th - 26% 8th - 26% 11th -22%	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 (Local Math Benchmark)	2020-2021 ALL STUDENTS 3rd - 74% 4th - 64% 5th - 72%	2021-2022 ALL STUDENTS 3rd - 35% 4th - 10% 5th - 20%	2022-2023 ALL STUDENTS 3rd - 32% 4th - 38% 5th - 25%	Lexia Learning discontinued the Rapid Assessment for the 2023-2024. In the meantime, we are sharing our CAASPP	2023-2024 ALL STUDENTS 3rd - 84% 4th - 74% 5th - 82%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: CUSD Local Data 2021-2022	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% WHITE 3rd - 41%	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% WHITE 3rd - 43%	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% WHITE 3rd - 38%	Math results since they will be a focal metric in our new LCAP. ALL STUDENTS 3rd - 45% 4th - 46% 5th - 31% 6th - 27% 7th - 31% 8th - 20% 11th - 26% ENGLISH ONLY 3rd - 59% 4th - 60% 5th - 54% 6th - 41% 7th - 50% 8th - 27% 11th -40% ENGLISH LEARNERS 3rd - 15% 4th - 12% 5th - 0% 6th - 0% 7th - 0% 8th - 0% 11th - 6% SPECIAL EDUCATION 3rd - 22%	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% WHITE 3rd - 51%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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%	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%	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%	4th - 23% 5th - 15% 6th - 11% 7th - 4% 8th - 0% 11th - 6% WHITE 3rd - 68% 4th - 63% 5th - 61% 6th -46% 7th - 59% 8th - 35% 11th -46% HISPANIC LATINO 3rd -12% 4th -33% 5th -14% 6th -19% 7th -28% 8th - 15% 11th -16% SOCIOECONOMICALLY DISADVANTAGED 3rd - 28% 4th - 32% 5th -13 % 6th -13 % 7th - 14% 8th - 7% 11th -11%	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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain Highly Qualified Staff Source: CUSD Local Data	2020-2021 100% Highly Qualified Staff	2021-2022 97% Highly Qualified Staff	2022-2023 99% Highly Qualified Staff	97%	2023-2024 Maintain 100% Highly Qualified Staff
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	100%	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	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)	5th grade - 28% 8th grade - 24% 12th grade - 21%	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	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	Data will be updated June 2024	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)	3 CTE pathways	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	1	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	Data will be upated June 2024 to account for accurate metrics since data is still being collected	2023-2024 3 Early College Access Courses or Dual-Enrollment Course
Special Education Supports	2020-2021	2021-2022	2022-2023	14	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	88%	2023-2024 95% Highly Qualified Staff Retention

Goal Analysis

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 were carried out as planned. There were no substantive differences in planned actions and actual implementation of these actions.

The California School Dashboard will allow us to provide meaningful information on school and district progress so they can participate in decisions to improve student learning.
California Department of Education (CDE) for the 2023 Dashboard to only
display the most current year of data (also known as Status). The performance levels indicate how well students are meeting grade-level standards on the CAASPP 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. We 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).

CUSD will also use selected 2023-2024 local benchmark assessments as LCAP metrics. 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 a 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 to being unable to take elective courses. Instead, our goal is to support our at-promise middle school students by embedding AVID-type and research-based engagement strategies within the current courses.

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 2023-2024 school year, various one-time grants and categorical carryover funds were required to be spent by the end of the 2023-2024 academic year. For actions and services with material differences between Budgeted Expenditures and Estimated Actual Expenditures that exceeded the budget, state/federal grants or LCFF Base funds were used to cover the overage.

Below are the actions and services with differences between Actual Expenditures and Budgeted Expenditures. Please see the descriptions regarding the overage or shortage:

Goal 1, Action 1: -$7,572,881 overspent mainly due to the previous 3% ongoing raise.
Goal 1, Action 2: $4,500 underspent due to all teacher support being covered directly through our County, with no additional outside training needed.
Goal 1, Action 3: -$4,138 overspent due to an increase in professional development opportunities.
Goal 1, Action 4: -$4,294 overspent due to additional unplanned professional development.
Goal 1, Action 5: -$14,601 overspent mainly due to additional field trips.
Goal 1, Action 6: $576 underspent due to additional grants available to pay for NGSS materials and supplies.
Goal 1, Action 7: -$24,839 overspent due to increased field trips and AVID services at HMBHS.
Goal 1, Action 8: -$41,334 overspent due to salary adjustments.
Goal 1, Action 9: -$9,981 overspent due to increased student participation during school and summer school credit recovery courses.
Goal 1, Action 10: $5,000 underspent due to an A-G grant used to provide the same service.
Goal 1, Action 11: $1,463,206 underspent.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

After a close analysis of our metrics, overall, our LCAP Goal 1 metrics demonstrated progress toward our goal.

In CUSD we reported the CAASPP data this year, but in the previous 2 years, we were reporting data through our Local Benchmark (Lexia | Rapid Assessment). The reason we changed is that Lexia Learning discontinued the Rapid Assessment. Since the 3rd year comparison of

the Rapid Assessment is not available, we are reporting the distance from CAASPP 2022/2023 to the Desired outcomes that we wrote for 2023-2024.
Based on the available data, we have identified the subgroups and the distance from the desired outcomes.

ELA CAASPP 2022/2023 (All Students)

3rd Grade 44% Desired outcome 66%
4th Grade 44% Desired outcome 60%
5th Grade 43% Desired outcome 64%
6th Grade 32% Desired outcome 72%
7th Grade 40% Desired outcome 75%
8th Grade 42% Desired outcome 84%
11th Grade41% Desired outcome 97%

Math CAASPP 2022/2023 (All Students)

3rd Grade 45% Desired outcome 84%
4th Grade 46% Desired outcome 74%
5th Grade 31% Desired outcome 82%
6th Grade 27% Desired outcome 48%
7th Grade 31% Desired outcome 53%
8th Grade 20% Desired outcome 81%
11th Grade 26% Desired outcome 67%

ELA CAASPP 2022/2023 (English Only)

3rd Grade 63% Desired outcome 61%
4th Grade 60% Desired outcome 59%
5th Grade 64% Desired outcome 60%
6th Grade 46% Desired outcome 67%
7th Grade 59% Desired outcome 75%
8th Grade 50% Desired outcome 84%
11th Grade 56% Desired outcome 97%

Math CAASPP 2022/2023 (English Only)

3rd Grade 59% Desired outcome 64%
4th Grade 60% Desired outcome 61%
5th Grade 54% Desired outcome 59%
6th Grade 41% Desired outcome 38%
7th Grade 50% Desired outcome 50%
8th Grade 74% Desired outcome 74%
11th Grade 40% Desired outcome 86%

ELA CAASPP 2022/2023 (English Learners)

3rd Grade 3% Desired outcome 16%
4th Grade 10% Desired outcome 12%
5th Grade 9% Desired outcome 34%
6th Grade 3% Desired outcome 51%
7th Grade 0% Desired outcome 10%
8th Grade 0% Desired outcome 10%
11th Grade 6%. Desired outcome 10%

Math CAASPP 2022/2023 (English Learners)

3rd Grade 15% Desired outcome 18%
4th Grade 12% Desired outcome 11%
5th Grade 0% Desired outcome 11%
6th Grade 0% Desired outcome 13%
7th Grade 0% Desired outcome 10%
8th Grade 0% Desired outcome 10%
11th Grade 6% Desired outcome 10%

ELA CAASPP 2022/2023 (SPED)

3rd Grade 6% Desired outcome 14%
4th Grade 11% Desired outcome 11%
5th Grade 10%. Desired outcome 24%
6th Grade 14%. Desired outcome 20%

7th Grade 7% Desired outcome 14%
8th Grade 5% Desired outcome 11%
11th Grade 5%. Desired outcome 14%

Math CAASPP 2022/2023 (SPED)

3rd Grade 22% Desired outcome 10%
4th Grade 23% Desired outcome 10%
5th Grade 15% Desired outcome 10%
6th Grade 11% Desired outcome 10%
7th Grade 4% Desired outcome 10%
8th Grade 0% Desired outcome 10%
11th Grade 6% Desired outcome 1%

ELA CAASPP 2022/2023 (White)

3rd Grade 71% Desired outcome 29%
4th Grade 64% Desired outcome 27%
5th Grade 63% Desired outcome 21%
6th Grade 52% Desired outcome 35%
7th Grade 67% Desired outcome 35%
8th Grade 60% Desired outcome 46%
11th Grade 70% Desired outcome 43%

Math CAASPP 2022/2023 (White)

3rd Grade 68% Desired outcome 51%
4th Grade 63% Desired outcome 48%
5th Grade 61% Desired outcome 51%
6th Grade 46% Desired outcome 32%
7th Grade 59% Desired outcome 40%
8th Grade 35% Desired outcome 67%
11th Grade 46% Desired outcome 50%

ELA CAASPP 2022/2023 (Hispanic /Latino)

3rd Grade 31% Desired outcome 16%
4th Grade 35% Desired outcome 14%
5th Grade 36% Desired outcome 14%
6th Grade 19% Desired outcome 16%
7th Grade 25% Desired outcome 22%
8th Grade 48% Desired outcome 17%
11th Grade 24% Desired outcome 35%

Math CAASPP 2022/2023 (Hispanic /Latino)

3rd Grade 12% Desired outcome 38%
4th Grade 33% Desired outcome 31%
5th Grade 14% Desired outcome 31%
6th Grade 19% Desired outcome 22%
7th Grade 28% Desired outcome 19%
8th Grade 15% Desired outcome 18%
11th Grade 16% Desired outcome 80%

ELA CAASPP 2022/2023 (Socio-Economically Disadvantaged)

3rd Grade 16% Desired outcome 43%
4th Grade 24% Desired outcome 18%
5th Grade 30% Desired outcome 20%
6th Grade 26% Desired outcome 34%
7th Grade 26% Desired outcome 34%
8th Grade 26% Desired outcome 25%
11th Grade 22% Desired outcome 60%

Math CAASPP 2022/2023 (Socio-Economically Disadvantaged)

3rd Grade 28% Desired outcome 22%

4th Grade 32% Desired outcome 37%
5th Grade 13% Desired outcome 24%
6th Grade 13% Desired outcome 62%
7th Grade 14% Desired outcome 16%
8th Grade 7% Desired outcome 16%
11th Grade 11% Desired outcome 24%

After reviewing the CAASPP Data results, we've identified positive trends in data improvement about LCAP Goal 1, with several desired outcomes being achieved. As we evaluate the effectiveness of the specific actions outlined in our previous LCAP, we are actively making adjustments to incorporate them into the development of our new 2024/2025 LCAP.

This year we reported the distance from CAASPP 2022/2023 to the Desired outcomes that we wrote for 2023-2024. Looking at this we have noticed large discrepancies in specific subgroups.
Based on the available data, we have identified the subgroups and the distance from the desired outcomesMoving forward, our analysis will concentrate on goals and actions directly affecting our English Learners, students with special needs, Hispanic students, and those from socio-economically disadvantaged backgrounds. By focusing our efforts on these specific demographics, we aim to maximize our impact and deliver tangible, proven results.

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.

CUSD has added the following two new goals utilizing non-contributing funding, Learning Recovery Emergency Block Grant:

Goal 1 Action 12 (Intervention Services)
This goal will enhance current during, after-school, and summer intervention services.

Goal 2 Action 13 (Health Services)
This goal will continue to support our health services.

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

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%	Data will be updated June 2024 to account for accurate metrics since data is still being collected	2023-2024 CUSD: 61%
Percent Completion of Students Meeting Graduation Requirement Source: CDE DataQuest	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 CUSD: 87% White: 91% Hispanic or Latino: 90%	Data will be updated June 2024 to account for accurate metrics since data is still being collected	2023-2024 CUSD: 95.3% White: 98.8% Hispanic or Latino: 96.3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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%	Data will be updated June 2024 to account for accurate metrics since data is still being collected	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 a score of 4 or higher	Data will be updated June 2024 to account for accurate metrics since data is still being collected	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	Data will be updated June 2024 to account for accurate metrics since data is still being collected	2023-2024 85% students will apply to post-secondary education
English Language Arts district-wide aligned curriculum (Elementary) Source: CUSD Local Reports	2020-2021 0 alignment of English Language Arts district-wide curriculum (Elementary)	2021-2022 1 aligned English Language Arts district-wide curriculum	2022-2023 1 aligned English Language Arts district-wide curriculum	1 aligned English Language Arts district-wide curriculum	2023-2024 Maintain English Language Arts district-wide aligned curriculum

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Language Development district-wide aligned curriculum (Elementary) Source: CUSD Local Reports	2020-2021 0 alignment of English Language Development district-wide curriculum (Elementary)	2021-2022 1 aligned English Language Development district-wide curriculum	2022-2023 1 aligned English Language Development district-wide curriculum	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 Assessment (Secondary) 0 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 Assessment (Secondary) 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 Assessment (Secondary) 1 District-wide Mathematics	2023-2024. 1 District-wide English Language Arts Assessment (Elementary & Secondary) 1 District-wide English Language Development Assessment (Secondary) 1 District-wide English Language Development Assessment (Elementary) 1 District-wide Mathematics Assessment (Secondary) 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) Adopt the following district-wide benchmarks:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Assessment (Elementary)	Assessment (Elementary)	Assessment (Elementary)	Assessment (Elementary)	1 District-wide English Language Development Assessment (Elementary) 1 District-wide Mathematics Assessment (Elementary)
Universal TK-2 Literacy Screener Source: CUSD Local Reports	2020-2021 0 District Wide Grade Level Data Meetings	2021-2022 0 District Wide Grade Level Data Meetings	2022-2023 1 District Wide Grade Level Data Meetings	2023-2024 2 District Wide Grade Level Data Meetings to February 2024, the last meeting will be held in April 2024.	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	14.59% Proficient	2023-2024 26.4% Proficient
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	0 Dual Immersion Language Preschool	2023-2024 Maintain 1 Dual Immersion Language Preschool

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Big Lift (Early Literacy Initiative) Collaborative Source: Big Lift Collaborative Meeting Calendar	2020-2021 9 Big Lift Collaborative Meetings	2021-2022 9 Big Lift Collaborative Meetings	2022-2023 8 Big Lift Collaborative meetings	7 Big Lift Collaborative meeting as of February 2024	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 4 Technology Enhanced Curriculum to support Literacy	4 Technology Enhanced Curriculum to support Literacy	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 0 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	98.8%	2023-2024 Increase Districtwide attendance by 3%
Students with Disabilities	2020-2021 No Metric	2021-2022 (New Metric)	2022-2023 SPECIAL EDUCATION	Data will be updated June 2024 to account for accurate metrics	2023-2024 SPECIAL EDUCATION

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA/ELD Local Benchmark Source:		SPECIAL EDUCATION 3rd - 37% 4th - 4% 5th - 25% 6th - 4% 7th - 0% 8th - 13% 11th - 4%	3rd - 0 4th - 10% 5th - 0 6th - 0 7th -33% 8th - 17% 11th -5%	since data is still being collected	3rd - 14% 4th 11% 5th - 24% 6th - 20% 7th - 14% 8th - 11% 11th - 14%

Goal Analysis

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.

Budgeted Expenditures and Estimated Actual Expenditures which were above the Budgeted Expenditures, state/federal grants or LCFF The base was used to pay for the overage.The majority of our actions and services in LCAP Goal 2 were carried out as planned.

Goal 2 Action 1: We held monthly district-wide Literacy Support meetings with a focus on English Language development.

Goal 2 Action 2: We provided aligned professional development and supplemental support across the district to enhance language development.

Goal 2 Action 3: We successfully implemented district-wide training for ELPAC and CAASPP to ensure consistency with state assessments. Additionally, we offered opportunities for local assessments and assessed all students in grades K-3 using DIBELS 8th for ELA.

Goal 2 Action 7: We were unable to run a Dual Immersion Preschool due to insufficient enrollment numbers.

Goal 2 Action 10: We successfully implemented a new student information system by adopting PowerSchool and provided extensive professional development for our teaching staff, site leaders, and classified staff.

Goal 2 Action 12 & 13: We supported our multilingual learners by hiring highly qualified ELD teachers and specialists to develop language skills and meet the needs of our students and their families.

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 2023-2024 school year, various one-time grants and categorical carryover funds were required to be spent by the end of the academic year. For actions and services with material differences between Budgeted Expenditures and Estimated Actual Expenditures that exceeded the budget, state/federal grants or LCFF Base funds were used to cover the overage.

Below are the actions and services with differences between Actual Expenditures and Budgeted Expenditures:

Goal 2, Action 1: $3,684 underspent due to a substitute shortage.
Goal 2, Action 2: $38,450 underspent due to being unable to hire highly qualified credentialed teachers because of a severe teacher shortage.
Goal 2, Action 3: $51,383 underspent due to being unable to hire highly qualified credentialed teachers because of a severe teacher shortage.
Goal 2, Action 4: -$16,948 overspent due to increased funding needed for expanded services.
Goal 2, Action 5: Balanced.
Goal 2, Action 6: Pending budget calculations. This item will be UPDATED by the June 27th board meeting)
Goal 2, Action 7: $50,000 underspent because there weren't enough students to open our dual immersion preschool this year.
Goal 2, Action 8: -$823 overspent due to additional time sheets needed to implement DIBELS assessments at all K-3rd grade sites.
Goal 2, Action 9: $12,550 underspent due to being unable to hire a full-time ELD TOSA at Hatch Elementary School.
Goal 2, Action 10: $761 underspent due to a decrease in the cost of 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: $122,515 underspent due to the increased number of RFEP EL students being mainstreamed.
Goal 2, Action 13: $69,051 underspent due to being unable to hire highly qualified credentialed teachers.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The collection of data related to this goal will be updated in June 2024 to account for accurate metrics since data is still being collected

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.

Since we are starting and transitioning to a new 3-year LCAP, we are going to make our Strategic Plan Priorities, goals, and actions align with our New LCAP. The priorities are the following: Goal 1, (Academic Improvement) Goal 2, (Focus on Equity) Goal 3, (Whole Child), and Goal 4, (District Sustainability). Under these, we will have goals aligned to metrics and actions to support our plan.

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

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	Data will be updated June 2024 to account for accurate metrics since data is still being collected	2023-2024 Increase 10% from baseline
Parent Participation Source: Panorama Survey	2020-2021 Barriers to Engagement - 80% answered favorably	2021-2022 Barriers to Engagement - decrease by 3%	2022-2023 Barriers to Engagement - decrease by 0	Data will be updated June 2024 to account for accurate metrics since data is still being collected	2023-2024 Increase 10% from baseline

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	School Climate - decrease by 64% answered favorably Family Engagement - 22% answered favorably	School Climate - decrease by 6% Family Engagement - increase by 4%	School Climate - decrease by 0 Family Engagement - increase by 1%		
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	Data will be updated June 2024 to account for accurate metrics since data is still being collected	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	Data will be updated June 2024 to account for accurate metrics since data is still being collected	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
Community & Parent Engagement Committees Source: Attendance Data	2020-2021 Community Meetings through specific roundtable input from *Latino/x Roundtable *LGBTQ Roundtable *PTO Alliance	2021-2022 Minimum of 10 participants	2022-2023 Attendance for the following committees Community Meetings through specific roundtable input from	Data will be updated June 2024 to account for accurate metrics since data is still being collected	2023-2024 Minimum participation of 20

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	*Secondary Health and Wellness Committees *SEL Parent Meetings		*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 (8 average participants out of 20 members) * DELAC (20 average participants out of 491 EL Families invited)		
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	Data will be updated June 2024 to account for accurate metrics since data is still being collected	2023-2024 Maintain 100% of Migrant Education Students with 1 to 1 Student Case Management

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Utilize the Migrant Education Case Management System with our English Learner Students utilizing components of our COST meetings

Goal Analysis

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 2023-2024 school year, various one-time grants and categorical carryover funds were required to be spent by the end of the 2023-2024 academic school year. For actions and services with material differences between Budgeted Expenditures and Estimated Actual Expenditures that exceeded the budget, state/federal grants or LCFF Base funds were used to cover the overage.

Below are the actions and services with differences between Actual Expenditures and Budgeted Expenditures:

LCAP Goal 3, Action 1: -$54,973 overspent due to an increase in summer school services and student enrollment.
LCAP Goal 3, Action 2: $22,325 underspent due to summer school costs not yet being expended.
LCAP Goal 3, Action 3: $8,416 underspent due to using internal staff to support community and parent engagement.
LCAP Goal 3, Action 4: -$120 overspent due to an increase in family engagement activities at various sites.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The majority of our actions and services in LCAP Goal 3 were carried out as planned. CUSD set goals and actions focused on student and parent engagement.

Goal 3 Action 1: Summer school interventions were successfully planned, and enrollment numbers have been secured. The recruiting process has been implemented, and we are fully staffed and ready to run our 2024 summer intervention programs.

Goal 3 Action 2: CUSD retained our intervention teacher to provide additional intervention and after-school tutoring for Tier 2 and Tier 3 groups.

Goal 3 Actions 3 & 4: CUSD engaged our families through ELAC, DELAC, and other monthly meetings by ensuring we addressed high-interest topics based on the needs assessments provided by parents. All meetings were available in both Spanish and English. Additionally, we utilized various communication methods, such as social media, phone blasts, and TK videos in both languages. Resources were allocated to sites to ensure they had access to family engagement activities, promoting increased family involvement, early learning, and collaboration among educators and staff.

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.

Since we are starting and transitioning to a new 3-year LCAP, we are going to make our Strategic Plan Priorities, goals, and actions align with our New LCAP. The priorities are the following: Goal 1, (Academic Improvement) Goal 2, (Focus on Equity) Goal 3, (Whole Child), and Goal 4, (District Sustainability). Under these, we will have goals aligned to metrics and actions to support our plan.

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

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	2023-2024 9 Family Engagement SEL Nights
Site Parent Engagement Events Source: CUSD local data	2020-2021 2 Site Parent Engagement Events	2021-2022 2 Site Parent Engagement Events	2022-2023 8 Site Parent Engagement Events	2023-2024 Data will be updated June 2024 to account for accurate metrics since data is still being collected	2023-2024 5 Site Parent Engagement Events
Site Community Liaison Trainings	2020-2021	2021-2022	2022-2023	2023-2024 Community Liaison Trainings	2023-2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: CUSD local data1	4 Community Liaison Trainings	6 Community Liaison Trainings	9 Community Liaison Trainings		10 Community Liaison Trainings
Translations Services Source: CUSD local data	2020-2021 0 trainings on best practices for translation and interpretation at the site	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 2 trainings 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 Data will be updated June 2024 to account for accurate metrics since data is still being collected	2023-2024 FIT Report 4 sites with a rating of Good or above

Goal Analysis

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.

After a close analysis of our metrics, all of our LCAP Goal 4 metrics demonstrated maintenance or progress toward our goal.

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 2023-2024 school year, various one-time grants and categorical carryover funds were required to be spent by the end of the academic year. For actions and services with material differences between Budgeted Expenditures and Estimated Actual Expenditures that exceeded the budget, state/federal grants or LCFF Base funds were used to cover the overage.

Below are the actions and services with differences between Actual Expenditures and Budgeted Expenditures:

Goal 4, Action 1: $18,179 underspent due to funding used through one-time grants.
Goal 4, Action 2: $7,691 underspent due to final engagement meeting expenditures not being included yet.
Goal 4, Action 3: $70,277 underspent due to underestimation of translation services across the district; in many instances, we were able to use our staff to translate/interpret documents and meetings.
Goal 4, Action 4: $2,263,090 overspent.
Goal 4, Action 5: -$52,776 overspent due to an increase in counseling services at all sites.
Goal 4, Action 6: $23,900 underspent due to portions of the multi-tiered training being conducted by Cabrillo staff.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 4: Social-emotional support, Family Engagement, and Facility Improvement

Most actions and services outlined in LCAP Goal 4 were executed as planned. This goal emphasizes social-emotional support, family engagement, early learning, and collaboration among educators and staff.

Action 1: Hiring a Program Specialist for Mental Health Coordination
A program specialist was hired to oversee the coordination of mental health services. This role has been instrumental in enhancing our mental health support system for students.

Action 2: Community Liaisons at Title 1 Sites
CUSD has maintained Community Liaisons at our Title 1 sites to improve communication and strengthen the connection between schools, communities, and home environments. This action has significantly increased parent participation and ensured that families feel more connected to the school environment.

Action 4: School Facility Improvements
CUSD has made substantial improvements to our school facilities. By analyzing the Facility Inspection Tool report, we targeted specific areas for enhancement based on data-driven insights. Our primary objective is to provide safe school facilities that protect the health of children and staff, thereby supporting long-term academic progress for all students.

Action 5: Increasing Secondary Counseling Services
We have increased secondary counseling services to support both the academic and social well-being of students. This initiative has provided students with more opportunities to meet with counselors to discuss academic progress and plan their educational pathways at the high school level and beyond.

Action 6: Implementing Multi-Tiered Systems of Support (MTSS)

CUSD continues to implement Multi-Tiered Systems of Support to maximize classroom learning time. To ensure district-wide consistency, we provided comprehensive PBIS (Positive Behavioral Interventions and Supports) and restorative justice training. A variety of professional development sessions were conducted throughout the year. At the end of the academic year, we will review disciplinary data to measure the impact of these initiatives and make necessary adjustments.

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.

Since we are starting and transitioning to a new 3-year LCAP, we are going to make our Strategic Plan Priorities, goals, and actions align with our New LCAP. The priorities are the following: Goal 1, (Academic Improvement) Goal 2, (Focus on Equity) Goal 3, (Whole Child), and Goal 4, (District Sustainability). Under these, we will have goals aligned to metrics and actions to support our plan.

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

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) Source: Lexia Reporting System	2020-2021 ALL STUDENTS 3rd - 56% 4th - 50% 5th - 54% 6th - 62% 7th - 65% 8th - 74% 11th - 87% ENGLISH ONLY 3rd - 51% 4th - 49% 5th - 50%	2021-2022 ALL STUDENTS 3rd - 45% 4th - 24% 5th - 42% 6th - 38% 7th - 39% 8th - 40% 11th - 49% ENGLISH ONLY 3rd - 62% 4th - 43% 5th - 55%	2022-2023 ALL STUDENTS 3rd - 33% 4th - 37% 5th - 35% 6th - 27% 7th - 45% 8th - 50% 11th - 55% ENGLISH ONLY 3rd - 41% 4th - 52% 5th - 63%	Data will be updated June 2024 to account for accurate metrics since data is still being collected	2023-2024 ALL STUDENTS 3rd - 66% 4th - 60% 5th - 64% 6th - 72% 7th - 75% 8th - 84% 11th - 97% ENGLISH ONLY 3rd - 61% 4th - 59% 5th - 60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	6th - 57% 7th - 65% 8th - 74% 11th - 87% ENGLISH LEARNERS 3rd - 6% 4th - 2% 5th - 24% 6th - 41% 7th - 0% 8th - 0% 9th - 0% SPECIAL EDUCATION 3rd - 4% 4th 1% 5th - 14% 6th - 10% 7th - 4% 8th - 1% 11th - 4% WHITE 3rd - 19% 4th - 17% 5th - 11% 6th - 25% 7th - 25% 8th - 36% 11th - 33% HISPANIC LATINO 3rd - 6%	6th -59% 7th - 55% 8th - 50% 11th - 69% ENGLISH LEARNERS 3rd - 15% 4th - 0% 5th - 11% 6th - 4% 7th - 5% 8th - 0% 11th - 11% SPECIAL EDUCATION 3rd - 37% 4th - 4% 5th - 25% 6th - 4% 7th - 0% 8th - 13% 11th - 4% WHITE 3rd - 68% 4th - 53% 5th - 59% 6th - 61% 7th - 65% 8th - 49% 11th - 67% HISPANIC LATINO 3rd - 16%	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% 7th - 66% 8th - 72% 11th - 75% HISPANIC LATINO 3rd - 19%		6th - 67% 7th - 75% 8th - 84% 11th - 97% ENGLISH LEARNERS 3rd - 16% 4th - 12% 5th - 34% 6th - 51% 7th - 10% 8th - 10% 9th - 10% SPECIAL EDUCATION 3rd - 14% 4th 11% 5th - 24% 6th - 20% 7th - 14% 8th - 11% 11th - 14% WHITE 3rd - 29% 4th - 27% 5th - 21% 6th - 35% 7th - 35% 8th - 46% 11th - 43% HISPANIC LATINO 3rd - 16%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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%	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%	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%		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 15.57 % Percent of students achieved a Level 4 on the English Language Proficiency for California (ELPAC) Summative	Data will be updated June 2024 to account for accurate metrics since data is still being collected	2023-2024 26.4% Percent of Students achieving Level 4 on the English Language Proficiency for California (ELPAC) Summative Source: CAASPP 2018-2019
VAPA and STEM Services Source: CUSD local data	2020-2021 1 District Wide VAPA & STEM After-school	2021-2022 1 District Wide VAPA & STEM After-school	2022-2023 2 District Wide VAPA & STEM After-school	Data will be updated June 2024 to account for accurate metrics since data is still being collected	2023-2024 3 District Wide VAPA & STEM After-school Enrichment Supports

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Enrichment Supports @ Middle School	Enrichment Supports @ Middle School	Enrichment Supports @ Middle School		@ 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 CUSD: 90% White: 91% Hispanic or Latino: 90%	Data will be updated June 2024 to account for accurate metrics since data is still being collected	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.	Data will be updated June 2024 to account for accurate metrics since data is still being collected	2023-2024 26.4% Proficient
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%	2022-2023 97 total suspensions Male 70% Female 30% White 16% Hispanic 79% Asian 1% Black 0% Other 3%	Data will be updated June 2024 to account for accurate metrics since data is still being collected	2023-2024 (New Metric - Baseline) 50 total suspensions Male 50% Female 50% White 50% Hispanic 50% SPED 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Other 1% SPED 23% EO 38% ELL 26% FEP 37%	SPED 23% EO 46% ELL 23% FEP 31%		EO 15% ELL 15% FEP 15%

Goal Analysis

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 2024-2025 school year, various one-time grants and categorical carry-over funds were required to be spent by the end of the academic year. For actions and services with material differences between Budgeted Expenditures and Estimated Actual Expenditures that exceeded the budget, state/federal grants or LCFF Base funds were used to cover the overage.

Below are the actions and services with differences between Actual Expenditures and Budgeted Expenditures:

Goal 5, Action 1: $105,146 underspent due to local grants supporting similar services.
Goal 5, Action 2: -$9,594 overspent due to an increase in during and after school enrichment services.
Goal 5, Action 3: -$20,221 overspent due to an increase in during and after school enrichment services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 5: Academic Improvement and Reduced Suspensions through MTSS and Restorative Practices

The majority of actions and services outlined in LCAP Goal 5 were executed as planned, with a strong emphasis on improving academic performance in English Language Arts (ELA), English Language Development (ELD), and mathematics. Additionally, this goal focused on decreasing suspension rates through the implementation of Multi-Tiered Systems of Support (MTSS) and restorative practices.

Action 1: Implementation of Multi-Tiered Systems of Support (MTSS)
CUSD concentrated on the continued implementation of MTSS to support our at-promise student groups. We provided professional development for our teaching staff, emphasizing the use of data to drive academic improvement. Each school site designated specific staff members to lead and support this action based on student needs. These leaders played a crucial role in organizing and executing professional development sessions tailored to the needs of both students and teaching staff.

Action 2: Elementary Reading Intervention Teachers
CUSD has sustained the presence of Reading Intervention Teachers at elementary schools to ensure effective early literacy instruction. Reading assessments using DIBELS 8 were administered every trimester, with the data thoroughly analyzed. Data chats involving teachers, administrators, and district personnel were conducted to discuss student progress and instructional strategies. This targeted approach has been instrumental in enhancing early literacy skills among our students.

Action 3: Enrichment Services During and After School
CUSD successfully expanded both during-school and after-school enrichment services for our students. Site-specific committee leads were established to support the implementation of these enrichment programs. Our Visual and Performing Arts (VAPA) Master Plan was reviewed by VAPA site leads, resulting in the establishment and execution of site-specific goals. These efforts have enriched the educational experience of our students, providing them with opportunities to explore and develop their talents in various areas.

By focusing on these key actions, CUSD has made significant strides in improving academic outcomes and reducing suspension rates. The implementation of MTSS and restorative practices, coupled with targeted interventions and enrichment programs, has created a more supportive and engaging learning environment for all students.

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.

Since we are starting and transitioning to a new 3-year LCAP, we are going to make our Strategic Plan Priorities, goals, and actions align with our New LCAP. The priorities are the following: Goal 1, (Academic Improvement) Goal 2, (Focus on Equity) Goal 3, (Whole Child), and Goal 4, (District Sustainability). Under these, we will have goals aligned to metrics and actions to support our plan.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

A description of any substantive differences in planned actions and actual implementation of these actions.

- 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.

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.

- 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
    - 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.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

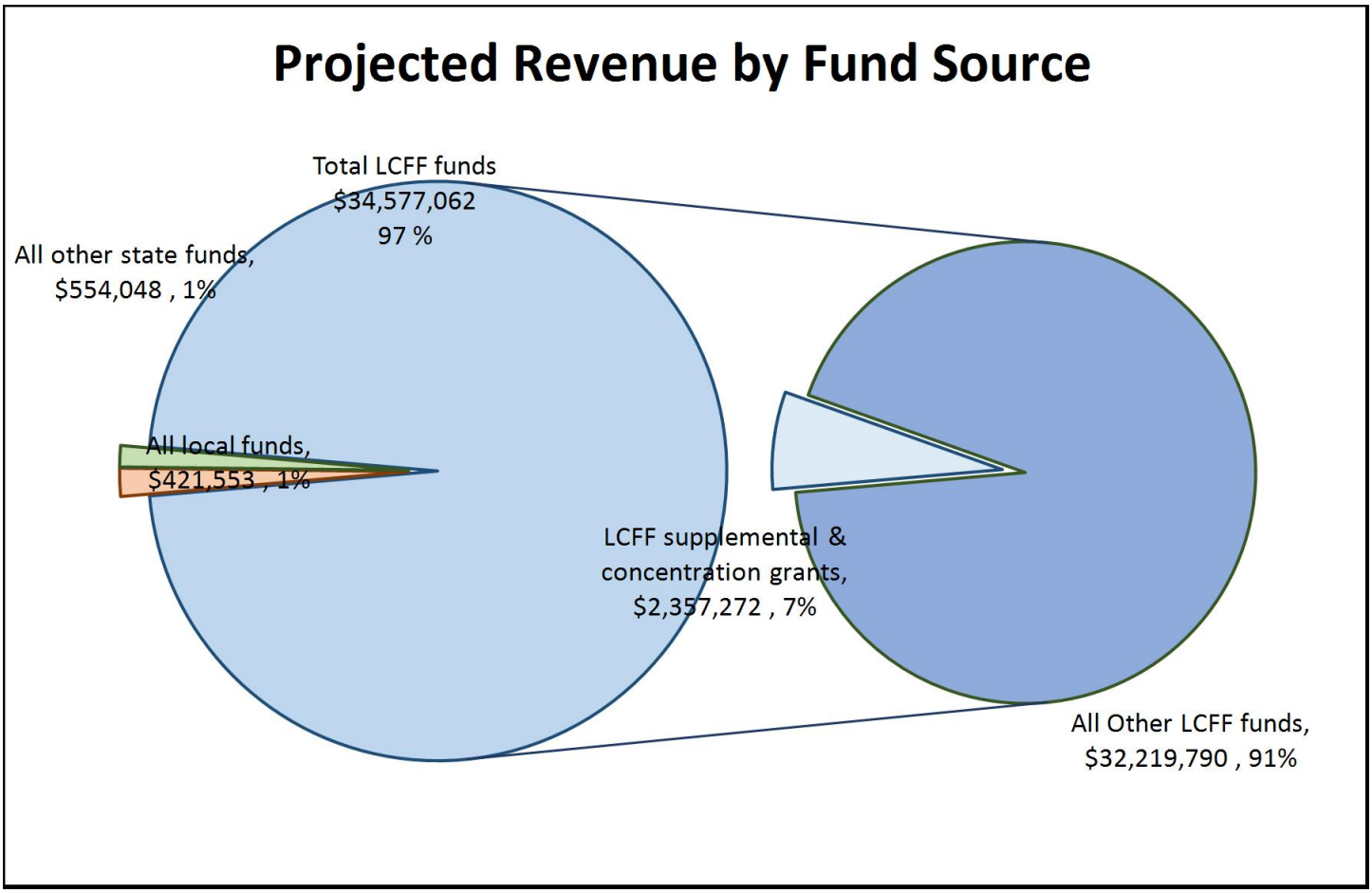
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Cabrillo Unified School District
CDS Code: 41-68890-0000000
School Year: 2024-25
LEA contact information:
Amber Lee-Alva
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 2024-25 School Year

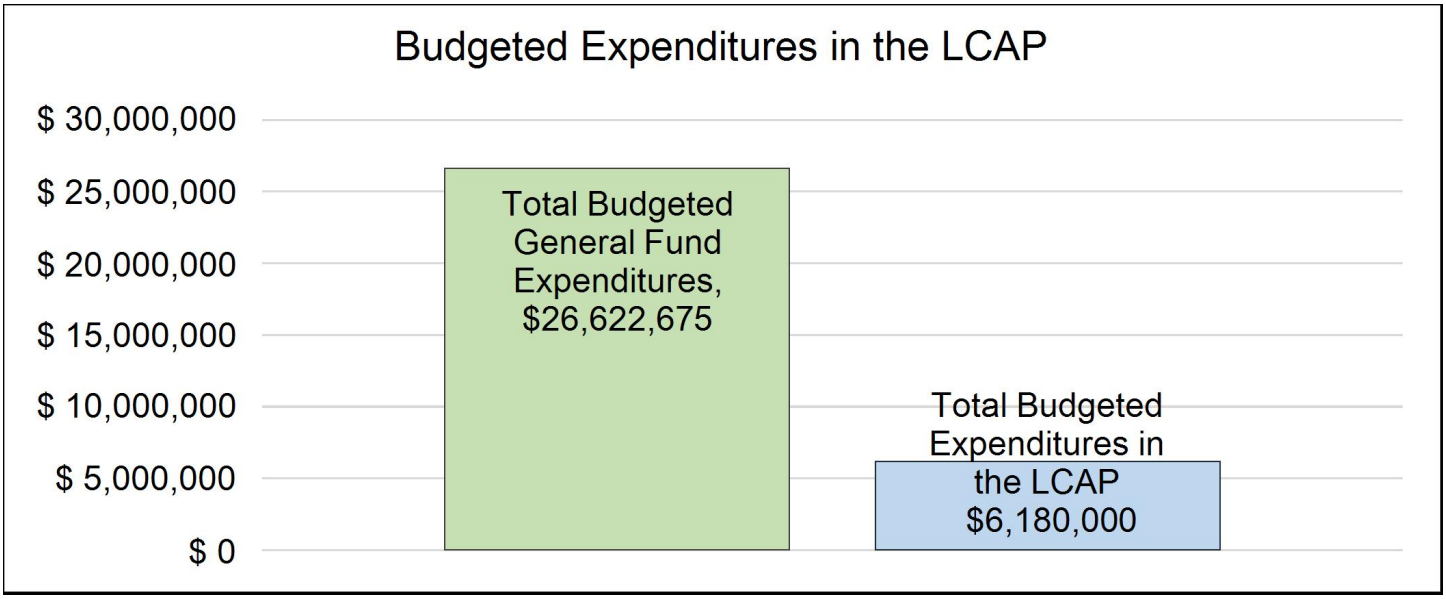


This chart shows the total general purpose revenue Cabrillo Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Cabrillo Unified School District is $35,552,663, of which $34,577,062 is Local Control Funding Formula (LCFF), $554,048 is other state funds, $421,553 is local funds, and $0 is federal funds. Of the $34,577,062 in LCFF Funds, $2,357,272 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 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

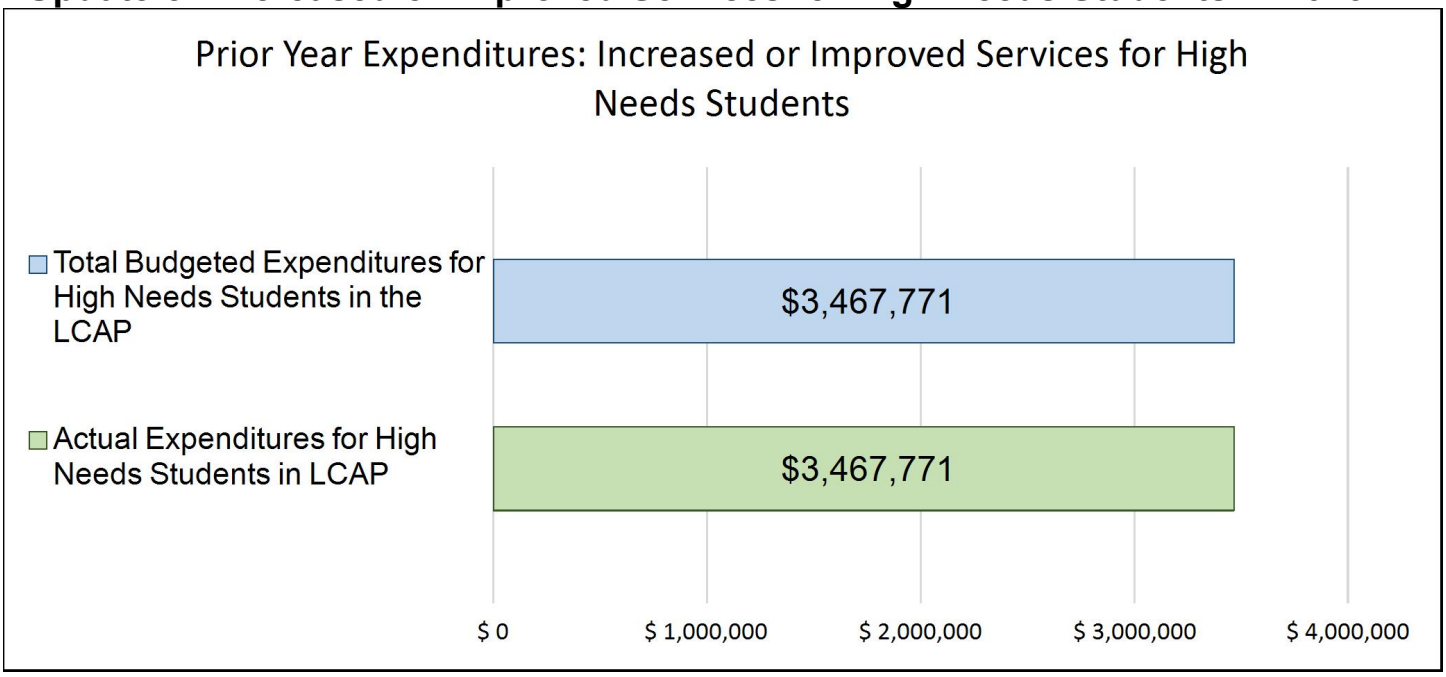
The text description of the above chart is as follows: Cabrillo Unified School District plans to spend $26,622,675 for the 2024-25 school year. Of that amount, $$6,180,000.00 is tied to actions/services in the LCAP and $20,442,675 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Cabrillo Unified School District is projecting it will receive $2,357,272 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 $$3,525,000.00 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 2023-24



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 2023-24, Cabrillo Unified School District's LCAP budgeted $$3,467,771.00 for planned actions to increase or improve services for high needs students. Cabrillo Unified School District actually spent $$3,467,771.00 for actions to increase or improve services for high needs students in 2023-24.

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
Amber Lee-Alva

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Carmen Daniel
Kimberly Hines
Sophia Layne

MEMORANDUM

MEETING DATE: June 13, 2024
TO: Members of the Governing Board
FROM: J Jesús Contreras, Ed.D., Deputy Superintendent of Educational Services
CATEGORY: Presentation/Public Hearing
ITEM TITLE: Public Hearing for Proposed CUSD Budget for the Fiscal Year 2024-25

BACKGROUND INFORMATION

Every school district in California is required to adopt a balanced budget prior to July 1 of each year for the upcoming fiscal year and two subsequent school years. Using the best information available, the Budget Adoption process for the Cabrillo Unified School District (CUSD) includes the projection of revenues and expenditures for the Fiscal Years 2024-25, 2025-26, and 2026-27.

Per Education Code 42103 and 42127 (I), a public hearing must be held to receive input and discussion prior to the adoption of the proposed 2024-25 district budget. All California school districts are required to demonstrate a balanced budget three times a year and present projections and assumptions to the Governing Board to forecast the district's fiscal status.

FISCAL ANALYSIS

The financial data presented in the CUSD 2024-2025 Proposed Budget is derived from historical data, analysis of future trends, and consideration of state, federal, and local economic indicators.

RECOMMENDATION

The 2024-25 proposed district budget is presented to the Governing Board for information, review, and comment and to conduct the public hearing required by statute. This item will be set for voting approval at the upcoming June 27, 2024 Board meeting.

CABRILLO UNIFIED SCHOOL DISTRICT

Every Student, Every Day!

Cabrillo Unified School District
2024-25 Proposed Budget & Public Hearing

J Jesus Contreras, Ed.D., Deputy Superintendent of Business Services

Jennifer Marsh, Fiscal Director

June 13, 2024

2024-25 Proposed Budget/Public Hearing

- Education Code (EC) 42103 requirements include:

  - Governing Boards must hold a public hearing on the proposed budget

  - The proposed district budget must show expenditures, cash balances, and all revenues

  - It also includes Unaudited Actuals from previous year

  - Notification must be provided to the public of the hearing and the date that the 2024-25 Budget will be scheduled for approval

Considerations for CUSD Proposed Budget

- CUSD's budgeting is focused on opportunities for savings and reductions in the 2024-25 and 2025-26 fiscal years to be carried out through *CUSD's Fiscal Stabilization Plan*
- Administrators must optimize resources for savings
- Administrators must construct efficient master schedules that are commensurate with CUSD's declining enrollment
- Budgets must account for known retirements and attrition

CUSD Proposed Budget Assumptions

LCFF PLANNING FACTORS					
Factor	2023-24	2024-25[1]	2025-26	2026-27	2027-28
Department of Finance Statutory COLA	8.22%	1.07%	2.93%	3.08%	3.30%

LCFF GRADE SPAN FACTORS FOR 2024-25				
Entitlement Factors per ADA*	TK-3	4-6	7-8	9-12
2023-24 Base Grants	$9,919	$10,069	$10,367	$12,015
Statutory COLA of 1.07%	$106	$108	$111	$129
2024-25 Base Grants	$10,025	$10,177	$10,478	$12,144
Grade Span Adjustment Factors	10.4%	–	–	2.6%
Grade Span Adjustment Amounts	$1,043	–	–	$316
2024-25 Adjusted Base Grants[2]	$11,068	$10,177	$10,478	$12,460
Transitional Kindergarten (TK) Add-On[3]	$3,077	–	–	–

*Average daily attendance (ADA)

OTHER PLANNING FACTORS						
Factors		2023-24	2024-25	2025-26	2026-27	2027-28
California CPI		3.33%	3.10%	2.86%	2.87%	2.80%
California Lottery	Unrestricted per ADA	$177	$177	$177	$177	$177
	Restricted per ADA	$72	$72	$72	$72	$72
Mandate Block Grant (District)[4]	Grades K-8 per ADA	$37.81	$38.21	$39.33	$40.54	$41.88
	Grades 9-12 per ADA	$72.84	$73.62	$75.78	$78.11	$80.69
Mandate Block Grant (Charter)[4]	Grades K-8 per ADA	$19.85	$20.06	$20.65	$21.29	$21.99
	Grades 9-12 per ADA	$55.17	$55.76	$57.39	$59.16	$61.11
Interest Rate for Ten-Year Treasuries		4.32%	4.19%	3.76%	3.70%	3.70%
CalSTRS Employer Rate[5]		19.10%	19.10%	19.10%	19.10%	19.10%
CalPERS Employer Rate[5]		26.68%	27.05%	27.60%	28.00%	29.20%
Unemployment Insurance Rate[6]		0.05%	0.05%	0.05%	0.05%	0.05%
Minimum Wage[7]		$16.00	$16.50	$17.00	$17.40	$17.90

Proposed Budget Assumptions (continued)

- Includes an expected 2.5% increased in tax revenue for 2024-25, 2025-26, and 2026-27
- Substantial reduction to the Maintenance and Operations budgets ($450,000) to align with state norms and other funding needs
- Adjusted for state and local forecasts regarding CalPERS, energy, and Health and Welfare cost increases
- Adjusted for additional AB218 Schools Excess Liability Fund (SELF) Assessments of $151,057 and $75,000 ongoing
- CUSD's proposed 2024-25 budget has also now been adjusted to support salary increases as per the *Fact Finding Recommendations*

Proposed 2024-25 Budget Summary; 2023-24 Estimated Actuals; and Multi-Year-Projections

	2023-24: Basic Aid			2024-25: Basic Aid			2025-26: Basic Aid			2026-27: Basic Aid		
	UNRESTRICTED	RESTRICTED	COMBINED	UNRESTRICTED	RESTRICTED	COMBINED	UNRESTRICTED	RESTRICTED	COMBINED	UNRESTRICTED	RESTRICTED	COMBINED
LCFF	36,534,904	2,122,094	38,656,998	34,577,062	2,122,094	36,699,156	35,384,501	2,122,094	37,506,595	36,216,181	2,122,094	38,338,275
Federal Revenue	4,785	1,793,568	1,798,353	0	1,280,623	1,280,623	0	1,280,623	1,280,623	0	1,280,623	1,280,623
State Revenue	560,048	5,369,418	5,929,466	554,048	3,690,245	4,244,293	554,048	3,309,918	3,863,966	554,048	3,309,918	3,863,966
Local Revenue	981,835	3,329,896	4,311,731	421,553	2,478,433	2,899,986	421,553	2,478,433	2,899,986	421,553	2,478,433	2,899,986
Total Revenues	38,081,572	12,614,976	50,696,548	35,552,663	9,571,395	45,124,058	36,360,102	9,191,068	45,551,170	37,191,782	9,191,068	46,382,850
Certificated Salaries	12,565,993	4,263,339	16,829,332	12,417,799	4,141,158	16,558,957	12,350,037	3,900,164	16,250,201	12,425,022	3,851,259	16,276,281
Classified Salaries	3,695,929	4,383,979	8,079,908	3,681,505	4,379,812	8,061,317	3,755,135	4,323,641	8,078,776	3,830,238	4,410,114	8,240,352
Benefits	6,064,377	6,070,168	12,134,545	6,416,826	5,840,065	12,256,891	6,710,469	5,571,697	12,282,166	6,783,009	5,697,639	12,480,647
Supplies	660,133	1,267,738	1,927,871	542,452	713,801	1,256,253	537,004	616,147	1,153,151	424,583	616,147	1,040,730
Services	3,403,843	4,217,066	7,620,909	3,560,145	3,008,628	6,568,773	3,346,583	2,740,722	6,087,305	3,346,583	2,740,722	6,087,305
Capital Outlay	0	477,955	477,955	0	75,000	75,000	0	0	0	0	0	0
Other Outgo/Indirect	84,113	270,843	354,956	3,948	266,108	270,056	12,484	257,572	270,056	12,484	257,572	270,056
Total Expenses	26,474,388	20,951,088	47,425,476	26,622,675	18,424,572	45,047,247	26,711,712	17,409,943	44,121,655	26,821,919	17,573,453	44,395,371
Surplus/(Deficit)	11,607,184	(8,336,112)	3,271,072	8,929,988	(8,853,177)	76,811	9,648,390	(8,218,875)	1,429,515	10,369,863	(8,382,385)	1,987,479
Transfer in (891X)	0	0	0	0	0	0	0	0	0	0	0	0
Transfer out (761X)	276,068	0	276,068	290,144	0	290,144	290,144	0	290,144	290,144	0	290,144
Contribution	(8,311,767)	8,311,767	0	(7,947,912)	7,947,912	0	(7,799,150)	7,799,150	0	(8,008,429)	8,008,429	0
Other In / Out	(8,587,835)	8,311,767	(276,068)	(8,238,056)	7,947,912	(290,144)	(8,089,294)	7,799,150	(290,144)	(8,298,573)	8,008,429	(290,144)
Total Surplus/(Deficit)	3,019,349	(24,345)	2,995,004	691,932	(905,265)	(213,333)	1,559,096	(419,724)	1,139,371	2,071,290	(373,955)	1,697,335
9791	533,300.92	4,858,582.77	5,391,883.69	3,552,649.92	4,834,237.77	8,386,887.69	4,244,581.92	3,928,972.77	8,173,554.69	5,803,677.76	3,509,248.37	9,312,926.13
Beginning Balance	533,300.92	4,858,582.77	5,391,883.69	3,552,649.92	4,834,237.77	8,386,887.69	4,244,581.92	3,928,972.77	8,173,554.69	5,803,677.76	3,509,248.37	9,312,926.13
Ending Balance	3,552,649.92	4,834,237.77	8,386,887.69	4,244,581.92	3,928,972.77	8,173,554.69	5,803,677.76	3,509,248.37	9,312,926.13	7,874,967.95	3,135,292.93	11,010,260.88
Revolving Cash, Stores & Prepaid	45,000		45,000	45,000		45,000	45,000		45,000	45,000		45,000
Restricted Programs		4,834,238	4,834,238		3,928,973	3,928,973		3,509,248	3,509,248		3,135,293	3,135,293
3% REU (9789)	1,431,047	0	1,431,047	1,360,122	0	1,360,122	1,332,354	0	1,332,354	1,340,566	0	1,340,566
UNASSIGNED (9790)	2,076,602.92	0.00	2,076,602.92	2,839,459.92	0.00	2,839,459.92	4,426,323.76	0.00	4,426,323.76	6,489,401.95	0.00	6,489,401.95

Next Steps in CUSD's Budget Process

- Education Code 52062 requires that the CUSD Governing Board conducts Public Hearings for both its Budget and its LCAP
- Approval of LCAP will take place prior to final approval of the CUSD 2024-25 Budget on June 27, 2024
- CUSD will then submit a Board-approved LCAP and Budget to the San Mateo County Office of Education (SMCOE) by July 1, 2024

Questions?

Thank you!

CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
Amber Lee-Alva

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 2024-25 Budget.

A hard copy of the proposed budget will be available for public examination by the public from June 4, 2024 to June 13, 2024, between the hours of 8:00 a.m. to 4:30 p.m. at the District Office, located at 498 Kelly Avenue, Half Moon Bay, CA 94019.

Any stakeholder interested in the Cabrillo Unified School District 2024-25 budget may appear before the Cabrillo Unified School District Board of Trustees and speak to the proposed budget for fiscal year 2024-2025 or any item therein.

The Budget will be presented for adoption at the Regular Governing Board meeting on Thursday, June 27, 2024, at 6:00 p.m.

CUSD 2024-25 Budget Public Hearing

Thursday, June 13, 2024 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 Monday, June 3, 2024

ANNUAL BUDGET REPORT:

July 1, 2024 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 School District Office
Date: June 4, 2024

Public Hearing:

Place: Cunha Intermediate School
Date: June 13, 2024
Time: 6:00 PM

Adoption Date: June 27, 2024
Signed:

Clerk/Secretary of the Governing Board

(Original signature required)

Contact person for additional information on the budget reports:

Name: J Jesus Contreras
Title: Deputy Superintendent of Business Services

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	Projected (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	
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
9a	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
9b	Cash Balance	Projected general fund cash balance will be positive at the end of the current fiscal year.	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 (2023-24) 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:	06/27/2024	
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 27, 2024

Clerk/Secretary of the Governing Board

(Original signature required)

For additional information on this certification, please contact:

Name: J Jesus Contreras

Title: Deputy Superintendent of Business Services

Telephone: 650-376-4429

E-mail: contrerasj@cabrillo.k12.ca.us

G = General Ledger Data; S = Supplemental Data

Form	Description	Data Supplied For: 2023-24 Estimated Actuals	2024-25 Budget
01	General Fund/County School Service Fund	GS	GS
08	Student Activity Special Revenue Fund	G	G
09	Charter Schools Special Revenue Fund		
10	Special Education Pass-Through Fund		
11	Adult Education Fund	G	G
12	Child Development Fund	G	G
13	Cafeteria Special Revenue Fund	G	G
14	Deferred Maintenance Fund	G	G
15	Pupil Transportation Equipment Fund		
17	Special Reserve Fund for Other Than Capital Outlay Projects	G	G
18	School Bus Emissions Reduction Fund		
19	Foundation Special Revenue Fund		
20	Special Reserve Fund for Postemployment Benefits		
21	Building Fund	G	G
25	Capital Facilities Fund	G	G
30	State School Building Lease-Purchase Fund		
35	County School Facilities Fund		
40	Special Reserve Fund for Capital Outlay Projects	G	G
49	Capital Project Fund for Blended Component Units		

51	Bond Interest and Redemption Fund	G	G
52	Debt Service Fund for Blended Component Units		
53	Tax Override Fund		
56	Debt Service Fund		
57	Foundation Permanent Fund		
61	Cafeteria Enterprise Fund		
62	Charter Schools Enterprise Fund		
63	Other Enterprise Fund		
66	Warehouse Revolving Fund		
67	Self-Insurance Fund		
71	Retiree Benefit Fund		
73	Foundation Private-Purpose Trust Fund		
76	Warrant/Pass-Through Fund		
95	Student Body Fund		
A	Average Daily Attendance	S	S
ASSET	Schedule of Capital Assets		
CASH	Cashflow Worksheet		S
CB	Budget Certification		S
CC	Workers' Compensation Certification		S
CEA	Current Expense Formula/Minimum Classroom Comp. - Actuals	G	
CEB	Current Expense Formula/Minimum Classroom Comp. - Budget		G
DEBT	Schedule of Long-Term Liabilities	S	
ESMOE	Every Student Succeeds Act Maintenance of Effort	G	
ICR	Indirect Cost Rate Worksheet	G	
L	Lottery Report	G	

MYP	Multiyear Projections - General Fund			GS
SEA	Special Education Revenue Allocations			
SEAS	Special Education Revenue Allocations Setup (SELPA Selection)			
SIAA	Summary of Interfund Activities - Actuals	G		
SIAB	Summary of Interfund Activities - Budget			G
01CS	Criteria and Standards Review	GS		GS

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals Unrestricted (A)	2023-24 Estimated Actuals Restricted (B)	2023-24 Estimated Actuals Total Fund col. A + B (C)	2024-25 Budget Unrestricted (D)	2024-25 Budget Restricted (E)	2024-25 Budget Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	36,534,904.00	2,122,094.00	38,656,998.00	34,577,062.00	2,122,094.00	36,699,156.00	-5.1%
2) Federal Revenue		8100-8299	4,785.00	1,793,568.00	1,798,353.00	0.00	1,280,623.00	1,280,623.00	-28.8%
3) Other State Revenue		8300-8599	560,048.00	5,369,418.00	5,929,466.00	554,048.00	3,690,245.00	4,244,293.00	-28.4%
4) Other Local Revenue		8600-8799	981,835.00	3,329,896.00	4,311,731.00	421,553.00	2,478,433.00	2,899,986.00	-32.7%
5) TOTAL, REVENUES			38,081,572.00	12,614,976.00	50,696,548.00	35,552,663.00	9,571,395.00	45,124,058.00	-11.0%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	12,565,993.00	4,263,339.00	16,829,332.00	12,417,799.00	4,141,158.00	16,558,957.00	-1.6%
2) Classified Salaries		2000-2999	3,695,929.00	4,383,979.00	8,079,908.00	3,681,505.00	4,379,812.00	8,061,317.00	-0.2%
3) Employee Benefits		3000-3999	6,064,377.00	6,070,168.00	12,134,545.00	6,416,826.00	5,840,065.00	12,256,891.00	1.0%
4) Books and Supplies		4000-4999	660,133.00	1,267,738.00	1,927,871.00	542,452.00	713,801.00	1,256,253.00	-34.8%
5) Services and Other Operating Expenditures		5000-5999	3,403,843.00	4,217,066.00	7,620,909.00	3,560,145.00	3,008,628.00	6,568,773.00	-13.8%
6) Capital Outlay		6000-6999	0.00	477,955.00	477,955.00	0.00	75,000.00	75,000.00	-84.3%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	144,368.00	220,000.00	364,368.00	59,468.00	220,000.00	279,468.00	-23.3%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(60,255.00)	50,843.00	(9,412.00)	(55,520.00)	46,108.00	(9,412.00)	0.0%
9) TOTAL, EXPENDITURES			26,474,388.00	20,951,088.00	47,425,476.00	26,622,675.00	18,424,572.00	45,047,247.00	-5.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			11,607,184.00	(8,336,112.00)	3,271,072.00	8,929,988.00	(8,853,177.00)	76,811.00	-97.7%
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	276,068.00	0.00	276,068.00	290,144.00	0.00	290,144.00	5.1%
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	(8,311,767.00)	8,311,767.00	0.00	(7,947,912.00)	7,947,912.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(8,587,835.00)	8,311,767.00	(276,068.00)	(8,238,056.00)	7,947,912.00	(290,144.00)	5.1%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			3,019,349.00	(24,345.00)	2,995,004.00	691,932.00	(905,265.00)	(213,333.00)	-107.1%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	533,300.92	4,858,582.77	5,391,883.69	3,552,649.92	4,834,237.77	8,386,887.69	55.5%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 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)			533,300.92	4,858,582.77	5,391,883.69	3,552,649.92	4,834,237.77	8,386,887.69	55.5%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			533,300.92	4,858,582.77	5,391,883.69	3,552,649.92	4,834,237.77	8,386,887.69	55.5%
2) Ending Balance, June 30 (E + F1e)			3,552,649.92	4,834,237.77	8,386,887.69	4,244,581.92	3,928,972.77	8,173,554.69	-2.5%
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	4,834,237.77	4,834,237.77	0.00	3,928,972.93	3,928,972.93	-18.7%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	1,431,047.00	0.00	1,431,047.00	1,360,122.00	0.00	1,360,122.00	-5.0%
Unassigned/Unappropriated Amount		9790	2,076,602.92	0.00	2,076,602.92	2,839,459.92	(.16)	2,839,459.76	36.7%
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	3,552,649.92	4,834,237.77	8,386,887.69				

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals Unrestricted (A)	2023-24 Estimated Actuals Restricted (B)	2023-24 Estimated Actuals Total Fund col. A + B (C)	2024-25 Budget Unrestricted (D)	2024-25 Budget Restricted (E)	2024-25 Budget Total Fund col. D + E (F)	% Diff Column C & F
9) Lease Receivable		9380	0.00	0.00	0.00				
10) TOTAL, ASSETS			3,552,649.92	4,834,237.77	8,386,887.69				
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)			3,552,649.92	4,834,237.77	8,386,887.69				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	1,021,371.00	0.00	1,021,371.00	1,021,371.00	0.00	1,021,371.00	0.0%
Education Protection Account State Aid - Current Year		8012	540,908.00	0.00	540,908.00	507,666.00	0.00	507,666.00	-6.1%
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	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	32,241,976.00	0.00	32,241,976.00	33,048,025.00	0.00	33,048,025.00	2.5%
Unsecured Roll Taxes		8042	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8043	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8044	2,730,649.00	0.00	2,730,649.00	0.00	0.00	0.00	-100.0%
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 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			36,534,904.00	0.00	36,534,904.00	34,577,062.00	0.00	34,577,062.00	-5.4%
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	2,122,094.00	2,122,094.00	0.00	2,122,094.00	2,122,094.00	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			36,534,904.00	2,122,094.00	38,656,998.00	34,577,062.00	2,122,094.00	36,699,156.00	-5.1%
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	613,316.00	613,316.00	0.00	613,316.00	613,316.00	0.0%
Special Education Discretionary Grants		8182	0.00	46,273.00	46,273.00	0.00	12,489.00	12,489.00	-73.0%
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	171,478.00	171,478.00	0.00	171,478.00	171,478.00	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		302,925.00	302,925.00		253,211.00	253,211.00	-16.4%
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		141,922.00	141,922.00		59,350.00	59,350.00	-58.2%
Title III, Immigrant Student Program	4201	8290		8,968.00	8,968.00		6,603.00	6,603.00	-26.4%
Title III, English Learner Program	4203	8290		118,682.00	118,682.00		61,182.00	61,182.00	-48.4%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 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		15,051.00	15,051.00		10,000.00	10,000.00	-33.6%
Career and Technical Education	3500-3599	8290		20,430.00	20,430.00		15,945.00	15,945.00	-22.0%
All Other Federal Revenue	All Other	8290	4,785.00	354,523.00	359,308.00	0.00	77,049.00	77,049.00	-78.6%
TOTAL, FEDERAL REVENUE			4,785.00	1,793,568.00	1,798,353.00	0.00	1,280,623.00	1,280,623.00	-28.8%
OTHER STATE REVENUE									
Other State Apportionments									
ROC/P Entitlement									
Prior Years	6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan									
Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		17,809.00	17,809.00		0.00	0.00	-100.0%
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	129,048.00	0.00	129,048.00	129,048.00	0.00	129,048.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	425,000.00	167,500.00	592,500.00	425,000.00	167,500.00	592,500.00	0.0%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from									
State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		152,612.00	152,612.00		152,612.00	152,612.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		2,810.00	2,810.00		0.00	0.00	-100.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		285,052.00	285,052.00		347,290.00	347,290.00	21.8%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	6,000.00	4,743,635.00	4,749,635.00	0.00	3,022,843.00	3,022,843.00	-36.4%
TOTAL, OTHER STATE REVENUE			560,048.00	5,369,418.00	5,929,466.00	554,048.00	3,690,245.00	4,244,293.00	-28.4%
OTHER LOCAL REVENUE									

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 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	45,000.00	0.00	45,000.00	45,000.00	0.00	45,000.00	0.0%
Interest		8660	500,000.00	0.00	500,000.00	125,000.00	0.00	125,000.00	-75.0%
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	436,835.00	1,719,896.00	2,156,731.00	251,553.00	868,433.00	1,119,986.00	-48.1%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 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			981,835.00	3,329,896.00	4,311,731.00	421,553.00	2,478,433.00	2,899,986.00	-32.7%
TOTAL, REVENUES			38,081,572.00	12,614,976.00	50,696,548.00	35,552,663.00	9,571,395.00	45,124,058.00	-11.0%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	9,637,971.00	3,098,026.00	12,735,997.00	9,539,450.00	3,041,235.00	12,580,685.00	-1.2%
Certificated Pupil Support Salaries		1200	411,115.00	856,636.00	1,267,751.00	411,115.00	856,636.00	1,267,751.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	2,235,275.00	243,827.00	2,479,102.00	2,177,189.00	187,472.00	2,364,661.00	-4.6%
Other Certificated Salaries		1900	281,632.00	64,850.00	346,482.00	290,045.00	55,815.00	345,860.00	-0.2%
TOTAL, CERTIFICATED SALARIES			12,565,993.00	4,263,339.00	16,829,332.00	12,417,799.00	4,141,158.00	16,558,957.00	-1.6%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	18,940.00	1,130,328.00	1,149,268.00	18,940.00	1,079,734.00	1,098,674.00	-4.4%
Classified Support Salaries		2200	1,000,183.00	2,241,620.00	3,241,803.00	999,381.00	2,221,825.00	3,221,206.00	-0.6%
Classified Supervisors' and Administrators' Salaries		2300	602,093.00	128,213.00	730,306.00	525,319.00	128,213.00	653,532.00	-10.5%
Clerical, Technical and Office Salaries		2400	1,294,922.00	277,993.00	1,572,915.00	1,358,074.00	363,958.00	1,722,032.00	9.5%
Other Classified Salaries		2900	779,791.00	605,825.00	1,385,616.00	779,791.00	586,082.00	1,365,873.00	-1.4%
TOTAL, CLASSIFIED SALARIES			3,695,929.00	4,383,979.00	8,079,908.00	3,681,505.00	4,379,812.00	8,061,317.00	-0.2%
EMPLOYEE BENEFITS									
STRS		3101-3102	2,249,389.00	2,516,102.00	4,765,491.00	2,146,265.00	2,565,134.00	4,711,399.00	-1.1%
PERS		3201-3202	1,121,739.00	1,112,116.00	2,233,855.00	1,131,256.00	1,112,732.00	2,243,988.00	0.5%
OASDI/Medicare/Alternative		3301-3302	481,523.00	383,240.00	864,763.00	474,817.00	378,857.00	853,674.00	-1.3%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals Unrestricted (A)	2023-24 Estimated Actuals Restricted (B)	2023-24 Estimated Actuals Total Fund col. A + B (C)	2024-25 Budget Unrestricted (D)	2024-25 Budget Restricted (E)	2024-25 Budget Total Fund col. D + E (F)	% Diff Column C & F
Health and Welfare Benefits		3401-3402	1,759,529.00	1,834,230.00	3,593,759.00	2,214,002.00	1,562,964.00	3,776,966.00	5.1%
Unemployment Insurance		3501-3502	7,987.00	4,405.00	12,392.00	7,944.00	4,279.00	12,223.00	-1.4%
Workers' Compensation		3601-3602	306,463.00	160,004.00	466,467.00	304,795.00	155,200.00	459,995.00	-1.4%
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	137,747.00	60,071.00	197,818.00	137,747.00	60,899.00	198,646.00	0.4%
TOTAL, EMPLOYEE BENEFITS			6,064,377.00	6,070,168.00	12,134,545.00	6,416,826.00	5,840,065.00	12,256,891.00	1.0%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	10,525.00	10,794.00	21,319.00	0.00	10,794.00	10,794.00	-49.4%
Books and Other Reference Materials		4200	47,897.00	177.00	48,074.00	38,942.00	141.00	39,083.00	-18.7%
Materials and Supplies		4300	601,711.00	1,256,767.00	1,858,478.00	503,510.00	702,866.00	1,206,376.00	-35.1%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			660,133.00	1,267,738.00	1,927,871.00	542,452.00	713,801.00	1,256,253.00	-34.8%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	894,526.00	894,526.00	0.00	826,926.00	826,926.00	-7.6%
Travel and Conferences		5200	31,471.00	117,832.00	149,303.00	23,709.00	102,805.00	126,514.00	-15.3%
Dues and Memberships		5300	24,535.00	6,968.00	31,503.00	24,535.00	6,625.00	31,160.00	-1.1%
Insurance		5400 - 5450	677,016.00	0.00	677,016.00	828,073.00	0.00	828,073.00	22.3%
Operations and Housekeeping Services		5500	1,110,198.00	0.00	1,110,198.00	1,189,639.00	0.00	1,189,639.00	7.2%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	102,283.00	662,450.00	764,733.00	102,283.00	82,357.00	184,640.00	-75.9%
Transfers of Direct Costs		5710	2,174.00	(2,174.00)	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	1,154,693.00	2,536,196.00	3,690,889.00	1,103,931.00	1,988,647.00	3,092,578.00	-16.2%
Communications		5900	301,473.00	1,268.00	302,741.00	287,975.00	1,268.00	289,243.00	-4.5%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			3,403,843.00	4,217,066.00	7,620,909.00	3,560,145.00	3,008,628.00	6,568,773.00	-13.8%
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	336,239.00	336,239.00	0.00	0.00	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	141,716.00	141,716.00	0.00	0.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 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)	
Equipment Replacement		6500	0.00	0.00	0.00	0.00	75,000.00	75,000.00	New
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	477,955.00	477,955.00	0.00	75,000.00	75,000.00	-84.3%
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	9,798.00	0.00	9,798.00	9,798.00	0.00	9,798.00	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	134,570.00	220,000.00	354,570.00	49,670.00	220,000.00	269,670.00	-23.9%
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)			144,368.00	220,000.00	364,368.00	59,468.00	220,000.00	279,468.00	-23.3%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(50,843.00)	50,843.00	0.00	(46,108.00)	46,108.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 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 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			(60,255.00)	50,843.00	(9,412.00)	(55,520.00)	46,108.00	(9,412.00)	0.0%
TOTAL, EXPENDITURES			26,474,388.00	20,951,088.00	47,425,476.00	26,622,675.00	18,424,572.00	45,047,247.00	-5.0%
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	276,068.00	0.00	276,068.00	290,144.00	0.00	290,144.00	5.1%
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			276,068.00	0.00	276,068.00	290,144.00	0.00	290,144.00	5.1%
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									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals Unrestricted (A)	2023-24 Estimated Actuals Restricted (B)	2023-24 Estimated Actuals Total Fund col. A + B (C)	2024-25 Budget Unrestricted (D)	2024-25 Budget Restricted (E)	2024-25 Budget Total Fund col. D + E (F)	% Diff Column C & F
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	(8,311,767.00)	8,311,767.00	0.00	(7,947,912.00)	7,947,912.00	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			(8,311,767.00)	8,311,767.00	0.00	(7,947,912.00)	7,947,912.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			(8,587,835.00)	8,311,767.00	(276,068.00)	(8,238,056.00)	7,947,912.00	(290,144.00)	5.1%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals Unrestricted (A)	2023-24 Estimated Actuals Restricted (B)	2023-24 Estimated Actuals Total Fund col. A + B (C)	2024-25 Budget Unrestricted (D)	2024-25 Budget Restricted (E)	2024-25 Budget Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	36,534,904.00	2,122,094.00	38,656,998.00	34,577,062.00	2,122,094.00	36,699,156.00	-5.1%
2) Federal Revenue		8100-8299	4,785.00	1,793,568.00	1,798,353.00	0.00	1,280,623.00	1,280,623.00	-28.8%
3) Other State Revenue		8300-8599	560,048.00	5,369,418.00	5,929,466.00	554,048.00	3,690,245.00	4,244,293.00	-28.4%
4) Other Local Revenue		8600-8799	981,835.00	3,329,896.00	4,311,731.00	421,553.00	2,478,433.00	2,899,986.00	-32.7%
5) TOTAL, REVENUES			38,081,572.00	12,614,976.00	50,696,548.00	35,552,663.00	9,571,395.00	45,124,058.00	-11.0%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		13,947,050.00	12,342,261.00	26,289,311.00	14,136,291.00	11,206,781.00	25,343,072.00	-3.6%
2) Instruction - Related Services	2000-2999		5,448,639.00	1,749,303.00	7,197,942.00	5,317,292.00	1,872,250.00	7,189,542.00	-0.1%
3) Pupil Services	3000-3999		751,610.00	2,810,094.00	3,561,704.00	759,892.00	2,794,639.00	3,554,531.00	-0.2%
4) Ancillary Services	4000-4999		628,044.00	269,059.00	897,103.00	628,044.00	213,513.00	841,557.00	-6.2%
5) Community Services	5000-5999		0.00	114,000.00	114,000.00	0.00	94,000.00	94,000.00	-17.5%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		3,723,151.00	53,288.00	3,776,439.00	3,814,186.00	46,553.00	3,860,739.00	2.2%
8) Plant Services	8000-8999		1,831,526.00	3,393,083.00	5,224,609.00	1,907,502.00	1,976,836.00	3,884,338.00	-25.7%
9) Other Outgo	9000-9999	Except 7600-7699	144,368.00	220,000.00	364,368.00	59,468.00	220,000.00	279,468.00	-23.3%
10) TOTAL, EXPENDITURES			26,474,388.00	20,951,088.00	47,425,476.00	26,622,675.00	18,424,572.00	45,047,247.00	-5.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			11,607,184.00	(8,336,112.00)	3,271,072.00	8,929,988.00	(8,853,177.00)	76,811.00	-97.7%
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	276,068.00	0.00	276,068.00	290,144.00	0.00	290,144.00	5.1%
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	(8,311,767.00)	8,311,767.00	0.00	(7,947,912.00)	7,947,912.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(8,587,835.00)	8,311,767.00	(276,068.00)	(8,238,056.00)	7,947,912.00	(290,144.00)	5.1%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			3,019,349.00	(24,345.00)	2,995,004.00	691,932.00	(905,265.00)	(213,333.00)	-107.1%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	533,300.92	4,858,582.77	5,391,883.69	3,552,649.92	4,834,237.77	8,386,887.69	55.5%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			533,300.92	4,858,582.77	5,391,883.69	3,552,649.92	4,834,237.77	8,386,887.69	55.5%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			533,300.92	4,858,582.77	5,391,883.69	3,552,649.92	4,834,237.77	8,386,887.69	55.5%
2) Ending Balance, June 30 (E + F1e)			3,552,649.92	4,834,237.77	8,386,887.69	4,244,581.92	3,928,972.77	8,173,554.69	-2.5%
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	4,834,237.77	4,834,237.77	0.00	3,928,972.93	3,928,972.93	-18.7%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	1,431,047.00	0.00	1,431,047.00	1,360,122.00	0.00	1,360,122.00	-5.0%
Unassigned/Unappropriated Amount		9790	2,076,602.92	0.00	2,076,602.92	2,839,459.92	(.16)	2,839,459.76	36.7%

Resource	Description	2023-24 Estimated Actuals	2024-25 Budget
2600	Expanded Learning Opportunities Program	452,063.14	649,723.14
6266	Educator Effectiveness, FY 2021-22	141,293.38	.38
6300	Lottery: Instructional Materials	100,390.61	181,003.61
6331	CA Community Schools Partnership Act - Planning Grant	200,000.00	200,000.00
6546	Mental Health-Related Services	235,934.52	160,799.52
6547	Special Education Early Intervention Preschool Grant	319,008.00	309,008.00
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	190,108.84	0.00
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	383,718.00	383,718.00
7032	Child Nutrition: Kitchen Infrastructure and Training Funds - 2022 KIT Funds	143,384.00	143,384.00
7085	Learning Communities for School Success Program	396,601.00	385,615.00
7311	Classified School Employee Professional Development Block Grant	20,683.00	20,683.00
7339	Dual Enrollment Opportunities	444,723.00	439,446.00
7412	A-G Access/Success Grant	45,049.49	26,703.49
7413	A-G Learning Loss Mitigation Grant	28,342.76	27,412.76
7435	Learning Recovery Emergency Block Grant	1,299,447.42	458,713.42
7810	Other Restricted State	20,361.24	20,361.24
9010	Other Restricted Local	413,129.37	522,401.37
Total, Restricted Balance		4,834,237.77	3,928,972.93

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 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	108,228.49	108,228.49	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			108,228.49	108,228.49	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			108,228.49	108,228.49	0.0%
2) Ending Balance, June 30 (E + F1e)			108,228.49	108,228.49	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	108,228.49	108,228.49	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
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	108,228.49		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			108,228.49		
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		
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)			108,228.49		
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%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
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					
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%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
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%
(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	2023-24 Estimated Actuals	2024-25 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	108,228.49	108,228.49	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			108,228.49	108,228.49	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			108,228.49	108,228.49	0.0%
2) Ending Balance, June 30 (E + F1e)			108,228.49	108,228.49	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	108,228.49	108,228.49	0.0%
c) Committed					

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
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	2023-24 Estimated Actuals	2024-25 Budget
8210	Student Activity Funds	108,228.49	108,228.49
Total, Restricted Balance		108,228.49	108,228.49

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	52,329.00	52,329.00	0.0%
3) Other State Revenue		8300-8599	359,064.00	359,064.00	0.0%
4) Other Local Revenue		8600-8799	3,700.00	2,000.00	-45.9%
5) TOTAL, REVENUES			415,093.00	413,393.00	-0.4%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	226,779.00	226,779.00	0.0%
2) Classified Salaries		2000-2999	25,598.00	25,598.00	0.0%
3) Employee Benefits		3000-3999	88,672.00	88,672.00	0.0%
4) Books and Supplies		4000-4999	59,232.00	56,743.00	-4.2%
5) Services and Other Operating Expenditures		5000-5999	78,907.00	78,907.00	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			488,600.00	486,111.00	-0.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(73,507.00)	(72,718.00)	-1.1%
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)			(73,507.00)	(72,718.00)	-1.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	162,814.66	89,307.66	-45.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			162,814.66	89,307.66	-45.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			162,814.66	89,307.66	-45.1%
2) Ending Balance, June 30 (E + F1e)			89,307.66	16,589.66	-81.4%
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	89,307.66	16,589.66	-81.4%
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		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	89,307.66		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			89,307.66		
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)			89,307.66		
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	52,329.00	52,329.00	0.0%
TOTAL, FEDERAL REVENUE			52,329.00	52,329.00	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	3,700.00	2,000.00	-45.9%
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			3,700.00	2,000.00	-45.9%
TOTAL, REVENUES			415,093.00	413,393.00	-0.4%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	80,423.00	80,423.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
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	146,356.00	146,356.00	0.0%
TOTAL, CERTIFICATED SALARIES			226,779.00	226,779.00	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	22,347.00	22,347.00	0.0%
Other Classified Salaries		2900	3,251.00	3,251.00	0.0%
TOTAL, CLASSIFIED SALARIES			25,598.00	25,598.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	39,246.00	39,246.00	0.0%
PERS		3201-3202	6,369.00	6,369.00	0.0%
OASDI/Medicare/Alternative		3301-3302	6,110.00	6,110.00	0.0%
Health and Welfare Benefits		3401-3402	31,268.00	31,268.00	0.0%
Unemployment Insurance		3501-3502	125.00	125.00	0.0%
Workers' Compensation		3601-3602	4,784.00	4,784.00	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	770.00	770.00	0.0%
TOTAL, EMPLOYEE BENEFITS			88,672.00	88,672.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	11,672.00	11,672.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	31,187.00	31,187.00	0.0%
Noncapitalized Equipment		4400	16,373.00	13,884.00	-15.2%
TOTAL, BOOKS AND SUPPLIES			59,232.00	56,743.00	-4.2%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	65,282.00	65,282.00	0.0%
Travel and Conferences		5200	140.00	140.00	0.0%
Dues and Memberships		5300	600.00	600.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	1,885.00	1,885.00	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	11,000.00	11,000.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			78,907.00	78,907.00	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%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	9,412.00	9,412.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			9,412.00	9,412.00	0.0%
TOTAL, EXPENDITURES			488,600.00	486,111.00	-0.5%
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	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	52,329.00	52,329.00	0.0%
3) Other State Revenue		8300-8599	359,064.00	359,064.00	0.0%
4) Other Local Revenue		8600-8799	3,700.00	2,000.00	-45.9%
5) TOTAL, REVENUES			415,093.00	413,393.00	-0.4%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		165,933.00	163,444.00	-1.5%
2) Instruction - Related Services	2000-2999		313,255.00	313,255.00	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			488,600.00	486,111.00	-0.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(73,507.00)	(72,718.00)	-1.1%
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)			(73,507.00)	(72,718.00)	-1.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	162,814.66	89,307.66	-45.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			162,814.66	89,307.66	-45.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			162,814.66	89,307.66	-45.1%
2) Ending Balance, June 30 (E + F1e)			89,307.66	16,589.66	-81.4%
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	89,307.66	16,589.66	-81.4%
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	2023-24 Estimated Actuals	2024-25 Budget
6391	Adult Education Program	89,307.66	16,589.66
Total, Restricted Balance		89,307.66	16,589.66

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 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	961,678.00	918,885.00	-4.4%
4) Other Local Revenue		8600-8799	6,700.00	4,000.00	-40.3%
5) TOTAL, REVENUES			968,378.00	922,885.00	-4.7%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	569,354.00	469,532.00	-17.5%
3) Employee Benefits		3000-3999	314,077.00	258,740.00	-17.6%
4) Books and Supplies		4000-4999	60,602.00	172,968.00	185.4%
5) Services and Other Operating Expenditures		5000-5999	17,645.00	17,645.00	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			961,678.00	918,885.00	-4.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			6,700.00	4,000.00	-40.3%
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)			6,700.00	4,000.00	-40.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	18,852.40	25,552.40	35.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			18,852.40	25,552.40	35.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			18,852.40	25,552.40	35.5%
2) Ending Balance, June 30 (E + F1e)			25,552.40	29,552.40	15.7%
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	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	11,025.40	15,025.40	36.3%
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		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	25,552.40		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			25,552.40		
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)			25,552.40		
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	791,382.00	918,885.00	16.1%
All Other State Revenue	All Other	8590	170,296.00	0.00	-100.0%
TOTAL, OTHER STATE REVENUE			961,678.00	918,885.00	-4.4%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
Interest		8660	6,700.00	4,000.00	-40.3%
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			6,700.00	4,000.00	-40.3%
TOTAL, REVENUES			968,378.00	922,885.00	-4.7%
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	175,280.00	175,280.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Classified Support Salaries		2200	3,106.00	3,106.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	150,951.00	125,330.00	-17.0%
Clerical, Technical and Office Salaries		2400	63,856.00	63,856.00	0.0%
Other Classified Salaries		2900	176,161.00	101,960.00	-42.1%
TOTAL, CLASSIFIED SALARIES			569,354.00	469,532.00	-17.5%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	157,843.00	129,452.00	-18.0%
OASDI/Medicare/Alternative		3301-3302	43,574.00	35,776.00	-17.9%
Health and Welfare Benefits		3401-3402	92,990.00	78,723.00	-15.3%
Unemployment Insurance		3501-3502	290.00	239.00	-17.6%
Workers' Compensation		3601-3602	10,997.00	9,053.00	-17.7%
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	8,383.00	5,497.00	-34.4%
TOTAL, EMPLOYEE BENEFITS			314,077.00	258,740.00	-17.6%
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	60,602.00	172,968.00	185.4%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			60,602.00	172,968.00	185.4%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	405.00	405.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	17,000.00	17,000.00	0.0%
Communications		5900	240.00	240.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			17,645.00	17,645.00	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)					
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			961,678.00	918,885.00	-4.4%
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%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
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	2023-24 Estimated Actuals	2024-25 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	961,678.00	918,885.00	-4.4%
4) Other Local Revenue		8600-8799	6,700.00	4,000.00	-40.3%
5) TOTAL, REVENUES			968,378.00	922,885.00	-4.7%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		590,922.00	594,099.00	0.5%
2) Instruction - Related Services	2000-2999		370,756.00	324,786.00	-12.4%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			961,678.00	918,885.00	-4.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			6,700.00	4,000.00	-40.3%
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)			6,700.00	4,000.00	-40.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	18,852.40	25,552.40	35.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			18,852.40	25,552.40	35.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			18,852.40	25,552.40	35.5%
2) Ending Balance, June 30 (E + F1e)			25,552.40	29,552.40	15.7%
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	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	11,025.40	15,025.40	36.3%
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	2023-24 Estimated Actuals	2024-25 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	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	487,721.00	321,056.00	-34.2%
3) Other State Revenue		8300-8599	475,439.00	475,439.00	0.0%
4) Other Local Revenue		8600-8799	82,156.00	81,056.00	-1.3%
5) TOTAL, REVENUES			1,045,316.00	877,551.00	-16.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	297,927.00	297,927.00	0.0%
3) Employee Benefits		3000-3999	206,425.00	206,425.00	0.0%
4) Books and Supplies		4000-4999	738,268.00	653,079.00	-11.5%
5) Services and Other Operating Expenditures		5000-5999	31,563.00	31,563.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			1,274,183.00	1,188,994.00	-6.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(228,867.00)	(311,443.00)	36.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	276,068.00	290,144.00	5.1%
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			276,068.00	290,144.00	5.1%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			47,201.00	(21,299.00)	-145.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	192,262.98	239,463.98	24.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			192,262.98	239,463.98	24.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			192,262.98	239,463.98	24.6%
2) Ending Balance, June 30 (E + F1e)			239,463.98	218,164.98	-8.9%
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	239,463.98	218,164.98	-8.9%
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		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	239,463.98		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			239,463.98		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			239,463.98		
FEDERAL REVENUE					
Child Nutrition Programs		8220	402,532.00	321,056.00	-20.2%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	85,189.00	0.00	-100.0%
TOTAL, FEDERAL REVENUE			487,721.00	321,056.00	-34.2%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	475,439.00	475,439.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			475,439.00	475,439.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	80,006.00	80,006.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	2,100.00	1,000.00	-52.4%
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	50.00	50.00	0.0%
TOTAL, OTHER LOCAL REVENUE			82,156.00	81,056.00	-1.3%
TOTAL, REVENUES			1,045,316.00	877,551.00	-16.0%
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	220,773.00	220,773.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	77,154.00	77,154.00	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			297,927.00	297,927.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	87,683.00	87,683.00	0.0%
OASDI/Medicare/Alternative		3301-3302	21,589.00	21,589.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Health and Welfare Benefits		3401-3402	86,017.00	86,017.00	0.0%
Unemployment Insurance		3501-3502	142.00	142.00	0.0%
Workers' Compensation		3601-3602	5,381.00	5,381.00	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	5,613.00	5,613.00	0.0%
TOTAL, EMPLOYEE BENEFITS			206,425.00	206,425.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	11,052.00	11,052.00	0.0%
Noncapitalized Equipment		4400	88,360.00	3,171.00	-96.4%
Food		4700	638,856.00	638,856.00	0.0%
TOTAL, BOOKS AND SUPPLIES			738,268.00	653,079.00	-11.5%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	1,581.00	1,581.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	8,407.00	8,407.00	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	21,548.00	21,548.00	0.0%
Communications		5900	27.00	27.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			31,563.00	31,563.00	0.0%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
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			1,274,183.00	1,188,994.00	-6.7%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	276,068.00	290,144.00	5.1%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			276,068.00	290,144.00	5.1%
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%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
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)			276,068.00	290,144.00	5.1%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	487,721.00	321,056.00	-34.2%
3) Other State Revenue		8300-8599	475,439.00	475,439.00	0.0%
4) Other Local Revenue		8600-8799	82,156.00	81,056.00	-1.3%
5) TOTAL, REVENUES			1,045,316.00	877,551.00	-16.0%
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		1,272,602.00	1,187,413.00	-6.7%
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		1,581.00	1,581.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			1,274,183.00	1,188,994.00	-6.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(228,867.00)	(311,443.00)	36.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	276,068.00	290,144.00	5.1%
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			276,068.00	290,144.00	5.1%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			47,201.00	(21,299.00)	-145.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	192,262.98	239,463.98	24.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			192,262.98	239,463.98	24.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			192,262.98	239,463.98	24.6%
2) Ending Balance, June 30 (E + F1e)			239,463.98	218,164.98	-8.9%
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	239,463.98	218,164.98	-8.9%
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	2023-24 Estimated Actuals	2024-25 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	.13	.13
5466	Child Nutrition: Supply Chain Assistance (SCA) Funds	218,472.97	204,677.97
7028	Child Nutrition: Kitchen Infrastructure Upgrade Funds	15,364.28	7,860.28
7029	Child Nutrition: Food Service Staff Training Funds	5,626.60	5,626.60
Total, Restricted Balance		239,463.98	218,164.98

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 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	8.00	5.00	-37.5%
5) TOTAL, REVENUES			8.00	5.00	-37.5%
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)			8.00	5.00	-37.5%
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)			8.00	5.00	-37.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	237.29	245.29	3.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			237.29	245.29	3.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			237.29	245.29	3.4%
2) Ending Balance, June 30 (E + F1e)			245.29	250.29	2.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	245.29	250.29	2.0%
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		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	245.29		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			245.29		
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)			245.29		
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	8.00	5.00	-37.5%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			8.00	5.00	-37.5%
TOTAL, REVENUES			8.00	5.00	-37.5%
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%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
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	2023-24 Estimated Actuals	2024-25 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	8.00	5.00	-37.5%
5) TOTAL, REVENUES			8.00	5.00	-37.5%
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)			8.00	5.00	-37.5%
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)			8.00	5.00	-37.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	237.29	245.29	3.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			237.29	245.29	3.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			237.29	245.29	3.4%
2) Ending Balance, June 30 (E + F1e)			245.29	250.29	2.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	245.29	250.29	2.0%
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	2023-24 Estimated Actuals	2024-25 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 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	2,700.00	1,500.00	-44.4%
5) TOTAL, REVENUES			2,700.00	1,500.00	-44.4%
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)			2,700.00	1,500.00	-44.4%
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)			2,700.00	1,500.00	-44.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	74,566.00	77,266.00	3.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			74,566.00	77,266.00	3.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			74,566.00	77,266.00	3.6%
2) Ending Balance, June 30 (E + F1e)			77,266.00	78,766.00	1.9%
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	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	77,266.00	78,766.00	1.9%
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		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	77,266.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			77,266.00		
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)			77,266.00		
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	2,700.00	1,500.00	-44.4%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			2,700.00	1,500.00	-44.4%
TOTAL, REVENUES			2,700.00	1,500.00	-44.4%
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	2023-24 Estimated Actuals	2024-25 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	2,700.00	1,500.00	-44.4%
5) TOTAL, REVENUES			2,700.00	1,500.00	-44.4%
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)			2,700.00	1,500.00	-44.4%
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)			2,700.00	1,500.00	-44.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	74,566.00	77,266.00	3.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			74,566.00	77,266.00	3.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			74,566.00	77,266.00	3.6%
2) Ending Balance, June 30 (E + F1e)			77,266.00	78,766.00	1.9%
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	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	77,266.00	78,766.00	1.9%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2023-24 Estimated Actuals	2024-25 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 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	1,700,000.00	800,000.00	-52.9%
5) TOTAL, REVENUES			1,700,000.00	800,000.00	-52.9%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	169,136.00	168,981.00	-0.1%
3) Employee Benefits		3000-3999	81,041.00	81,026.00	0.0%
4) Books and Supplies		4000-4999	284,260.00	5,478.00	-98.1%
5) Services and Other Operating Expenditures		5000-5999	1,520,986.00	842,824.00	-44.6%
6) Capital Outlay		6000-6999	11,824,810.00	7,500,000.00	-36.6%
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			13,880,233.00	8,598,309.00	-38.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(12,180,233.00)	(7,798,309.00)	-36.0%
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)			(12,180,233.00)	(7,798,309.00)	-36.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	52,566,358.35	40,386,125.35	-23.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			52,566,358.35	40,386,125.35	-23.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			52,566,358.35	40,386,125.35	-23.2%
2) Ending Balance, June 30 (E + F1e)			40,386,125.35	32,587,816.35	-19.3%
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	40,386,125.35	32,587,816.35	-19.3%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	40,386,125.35		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			40,386,125.35		
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)			40,386,125.35		
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	1,700,000.00	800,000.00	-52.9%
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			1,700,000.00	800,000.00	-52.9%
TOTAL, REVENUES			1,700,000.00	800,000.00	-52.9%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	155.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Classified Supervisors' and Administrators' Salaries		2300	138,307.00	138,307.00	0.0%
Clerical, Technical and Office Salaries		2400	30,674.00	30,674.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			169,136.00	168,981.00	-0.1%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	44,940.00	44,940.00	0.0%
OASDI/Medicare/Alternative		3301-3302	12,933.00	12,921.00	-0.1%
Health and Welfare Benefits		3401-3402	19,860.00	19,860.00	0.0%
Unemployment Insurance		3501-3502	85.00	85.00	0.0%
Workers' Compensation		3601-3602	3,223.00	3,220.00	-0.1%
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			81,041.00	81,026.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	72,606.00	5,478.00	-92.5%
Noncapitalized Equipment		4400	211,654.00	0.00	-100.0%
TOTAL, BOOKS AND SUPPLIES			284,260.00	5,478.00	-98.1%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	304.00	304.00	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	252,743.00	0.00	-100.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	1,267,939.00	842,520.00	-33.6%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,520,986.00	842,824.00	-44.6%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	1,786,582.00	0.00	-100.0%
Buildings and Improvements of Buildings		6200	9,988,390.00	7,500,000.00	-24.9%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	49,838.00	0.00	-100.0%
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			11,824,810.00	7,500,000.00	-36.6%
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			13,880,233.00	8,598,309.00	-38.1%
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					

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Proceeds					
Proceeds from Sale of Bonds		8951	0.00	0.00	0.0%
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
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	2023-24 Estimated Actuals	2024-25 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	1,700,000.00	800,000.00	-52.9%
5) TOTAL, REVENUES			1,700,000.00	800,000.00	-52.9%
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		13,880,233.00	8,598,309.00	-38.1%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			13,880,233.00	8,598,309.00	-38.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			(12,180,233.00)	(7,798,309.00)	-36.0%
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)			(12,180,233.00)	(7,798,309.00)	-36.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	52,566,358.35	40,386,125.35	-23.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			52,566,358.35	40,386,125.35	-23.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			52,566,358.35	40,386,125.35	-23.2%
2) Ending Balance, June 30 (E + F1e)			40,386,125.35	32,587,816.35	-19.3%
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	40,386,125.35	32,587,816.35	-19.3%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2023-24 Estimated Actuals	2024-25 Budget
9010	Other Restricted Local	40,386,125.35	32,587,816.35
Total, Restricted Balance		40,386,125.35	32,587,816.35

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 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	310,000.00	280,000.00	-9.7%
5) TOTAL, REVENUES			310,000.00	280,000.00	-9.7%
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	12,441.00	12,441.00	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			12,441.00	12,441.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			297,559.00	267,559.00	-10.1%
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)			297,559.00	267,559.00	-10.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,209,393.35	2,506,952.35	13.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,209,393.35	2,506,952.35	13.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,209,393.35	2,506,952.35	13.5%
2) Ending Balance, June 30 (E + F1e)			2,506,952.35	2,774,511.35	10.7%
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	2,506,952.35	2,774,511.35	10.7%
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		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	2,506,952.35		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			2,506,952.35		
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)			2,506,952.35		
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	80,000.00	50,000.00	-37.5%
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			310,000.00	280,000.00	-9.7%
TOTAL, REVENUES			310,000.00	280,000.00	-9.7%
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%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	12,441.00	12,441.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			12,441.00	12,441.00	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			12,441.00	12,441.00	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					

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
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					
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	2023-24 Estimated Actuals	2024-25 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	310,000.00	280,000.00	-9.7%
5) TOTAL, REVENUES			310,000.00	280,000.00	-9.7%
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		12,441.00	12,441.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			12,441.00	12,441.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			297,559.00	267,559.00	-10.1%
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)			297,559.00	267,559.00	-10.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,209,393.35	2,506,952.35	13.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,209,393.35	2,506,952.35	13.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,209,393.35	2,506,952.35	13.5%
2) Ending Balance, June 30 (E + F1e)			2,506,952.35	2,774,511.35	10.7%
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	2,506,952.35	2,774,511.35	10.7%
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	2023-24 Estimated Actuals	2024-25 Budget
9010	Other Restricted Local	2,506,952.35	2,774,511.35
Total, Restricted Balance		2,506,952.35	2,774,511.35

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	400,000.00	300,000.00	-25.0%
5) TOTAL, REVENUES			400,000.00	300,000.00	-25.0%
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	175,840.00	175,619.00	-0.1%
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			175,840.00	175,619.00	-0.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			224,160.00	124,381.00	-44.5%
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)			224,160.00	124,381.00	-44.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	11,298,767.17	11,522,927.17	2.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			11,298,767.17	11,522,927.17	2.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			11,298,767.17	11,522,927.17	2.0%
2) Ending Balance, June 30 (E + F1e)			11,522,927.17	11,647,308.17	1.1%
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	11,522,927.17	11,647,308.17	1.1%
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		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	11,522,927.17		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			11,522,927.17		
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)			11,522,927.17		
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	400,000.00	300,000.00	-25.0%
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			400,000.00	300,000.00	-25.0%
TOTAL, REVENUES			400,000.00	300,000.00	-25.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
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	175,840.00	175,619.00	-0.1%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			175,840.00	175,619.00	-0.1%
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%
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			175,840.00	175,619.00	-0.1%
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					
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%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
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	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	400,000.00	300,000.00	-25.0%
5) TOTAL, REVENUES			400,000.00	300,000.00	-25.0%
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		175,840.00	175,619.00	-0.1%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			175,840.00	175,619.00	-0.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			224,160.00	124,381.00	-44.5%
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)			224,160.00	124,381.00	-44.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	11,298,767.17	11,522,927.17	2.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			11,298,767.17	11,522,927.17	2.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			11,298,767.17	11,522,927.17	2.0%
2) Ending Balance, June 30 (E + F1e)			11,522,927.17	11,647,308.17	1.1%
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	11,522,927.17	11,647,308.17	1.1%
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	2023-24 Estimated Actuals	2024-25 Budget
9010	Other Restricted Local	11,522,927.17	11,647,308.17
Total, Restricted Balance		11,522,927.17	11,647,308.17

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 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	5,941,631.05	5,941,631.05	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			5,941,631.05	5,941,631.05	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,941,631.05	5,941,631.05	0.0%
2) Ending Balance, June 30 (E + F1e)			5,941,631.05	5,941,631.05	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	5,941,631.05	5,941,631.05	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		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			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%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund		7614	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 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	5,941,631.05	5,941,631.05	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			5,941,631.05	5,941,631.05	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,941,631.05	5,941,631.05	0.0%
2) Ending Balance, June 30 (E + F1e)			5,941,631.05	5,941,631.05	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	5,941,631.05	5,941,631.05	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	2023-24 Estimated Actuals	2024-25 Budget
9010	Other Restricted Local	5,941,631.05	5,941,631.05
Total, Restricted Balance		5,941,631.05	5,941,631.05

Description	2023-24 Estimated Actuals			2024-25 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)	2,450.24	2,450.24	2,702.96	2,361.84	2,361.84	2,536.75
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)	2,450.24	2,450.24	2,702.96	2,361.84	2,361.84	2,536.75
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class	1.58	1.58	1.58	1.58	1.58	1.58
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)	1.58	1.58	1.58	1.58	1.58	1.58
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	2,451.82	2,451.82	2,704.54	2,363.42	2,363.42	2,538.33
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2023-24 Estimated Actuals			2024-25 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	2023-24 Estimated Actuals			2024-25 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	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	290,144.00		
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					290,144.00	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)	290,144.00	290,144.00		

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF:	JUNE									
A. BEGINNING CASH			7,956,500.60	1,321,866.41	(1,026,897.32)	(2,643,337.28)	(3,653,323.25)	(4,317,294.20)	7,929,786.79	7,461,593.30
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		51,068.55	51,068.55	218,839.89	91,923.39	91,923.39	218,839.89	91,923.39	91,923.39
Property Taxes	8020-8079		1,952.10	7,809.32	484.86	1,113,908.37	1,444,412.10	13,381,296.98	2,495,921.68	258,083.78
Miscellaneous Funds	8080-8099		0.00	0.00	0.00	0.00	0.00	947,283.47	0.00	0.00
Federal Revenue	8100-8299		0.00	2,563.55	0.00	97,586.50	6,612.93	21,646.03	167,671.08	289,346.50
Other State Revenue	8300-8599		55,186.80	55,186.80	627,788.24	108,583.14	228,384.24	247,461.24	99,336.24	198,534.04
Other Local Revenue	8600-8799		22,811.77	22,811.77	24,650.77	66,216.36	52,900.11	860,324.46	106,725.20	43,426.63
Interfund Transfers In	8900-8929		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			131,019.22	139,439.99	871,763.76	1,478,217.75	1,824,232.77	15,676,852.07	2,961,577.59	881,314.35
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		1,379,913.08	1,379,913.08	1,379,913.08	1,379,913.08	1,379,913.08	1,379,913.08	1,379,913.08	1,379,913.08
Classified Salaries	2000-2999		620,101.31	620,101.31	620,101.31	620,101.31	620,101.31	620,101.31	620,101.31	620,101.31
Employee Benefits	3000-3999		822,062.38	822,062.38	822,062.38	822,062.38	822,062.38	822,062.38	822,062.38	822,062.38
Books and Supplies	4000-4999		96,634.85	96,634.85	96,634.85	96,634.85	96,634.85	96,634.85	96,634.85	96,634.85
Services	5000-5999		505,290.23	505,290.23	505,290.23	505,290.23	505,290.23	505,290.23	505,290.23	505,290.23
Capital Outlay	6000-6999		5,769.23	5,769.23	5,769.23	5,769.23	5,769.23	5,769.23	5,769.23	5,769.23
Other Outgo	7000-7499		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
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			3,429,771.08	3,429,771.08	3,429,771.08	3,429,771.08	3,429,771.08	3,429,771.08	3,429,771.08	3,429,771.08
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	0.00	0.00
Accounts Receivable	9200-9299	4,707,836.77	941,567.35	941,567.35	941,567.35	941,567.35	941,567.35	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		4,707,836.77	941,567.35	941,567.35	941,567.35	941,567.35	941,567.35	0.00	0.00	0.00
Liabilities and Deferred Inflows										
Accounts Payable	9500-9599	(4,277,449.68)	4,277,449.68	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Due To Other Funds	9610	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Current Loans	9640	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Unearned Revenues	9650	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Deferred Inflows of Resources	9690	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SUBTOTAL		(4,277,449.68)	4,277,449.68	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Nonoperating										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		8,985,286.45	(3,335,882.32)	941,567.35	941,567.35	941,567.35	941,567.35	0.00	0.00	0.00
E. NET INCREASE/DECREASE (B - C + D)			(6,634,634.18)	(2,348,763.73)	(1,616,439.96)	(1,009,985.97)	(663,970.95)	12,247,080.99	(468,193.49)	(2,548,456.73)
F. ENDING CASH (A + E)			1,321,866.41	(1,026,897.32)	(2,643,337.28)	(3,653,323.25)	(4,317,294.20)	7,929,786.79	7,461,593.30	4,913,136.58
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		4,913,136.58	4,093,950.31	9,993,220.02	9,957,795.30				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	218,839.89	91,923.39	91,923.39	218,839.89	0.00	0.00	1,529,037.00	1,529,037.00
Property Taxes	8020-8079	2,028,534.72	8,134,859.11	2,974,322.25	1,206,439.73	0.00	0.00	33,048,025.00	33,048,025.00
Miscellaneous Funds	8080-8099	12,437.19	0.00	12,437.19	1,119,886.54	30,049.61	0.00	2,122,094.00	2,122,094.00
Federal Revenue	8100-8299	0.00	152,314.75	13,955.96	0.00	528,925.71	0.00	1,280,623.00	1,280,623.00
Other State Revenue	8300-8599	247,461.24	107,529.34	137,489.24	99,336.24	2,032,016.20	0.00	4,244,293.00	4,244,293.00
Other Local Revenue	8600-8799	103,311.77	842,414.20	164,218.33	22,811.77	567,362.86	0.00	2,899,986.00	2,899,986.00
Interfund Transfers In	8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Sources	8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECEIPTS		2,610,584.81	9,329,040.79	3,394,346.36	2,667,314.17	3,158,354.38	0.00	45,124,058.00	45,124,058.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	1,379,913.08	1,379,913.08	1,379,913.08	1,379,913.08	0.00	0.00	16,558,957.00	16,558,957.00
Classified Salaries	2000-2999	620,101.31	620,101.31	620,101.31	620,101.31	620,101.31	0.00	8,061,317.00	8,061,317.00
Employee Benefits	3000-3999	822,062.38	822,062.38	822,062.38	822,062.38	2,392,142.46	0.00	12,256,891.00	12,256,891.00
Books and Supplies	4000-4999	96,634.85	96,634.85	96,634.85	96,634.85	96,634.85	0.00	1,256,253.00	1,256,253.00
Services	5000-5999	505,290.23	505,290.23	505,290.23	505,290.23	505,290.23	0.00	6,568,773.00	6,568,773.00
Capital Outlay	6000-6999	5,769.23	5,769.23	5,769.23	5,769.23	5,769.23	0.00	75,000.00	75,000.00
Other Outgo	7000-7499	0.00	0.00	0.00	0.00	270,056.00	0.00	270,056.00	270,056.00
Interfund Transfers Out	7600-7629	0.00	0.00	0.00	290,144.00	0.00	0.00	290,144.00	290,144.00
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		3,429,771.08	3,429,771.08	3,429,771.08	3,719,915.08	3,889,994.08	0.00	45,337,391.00	45,337,391.00
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	(3,158,354.38)	0.00	1,549,482.39	
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	(3,158,354.38)	0.00	1,549,482.39	
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599	0.00	0.00	0.00	0.00	(3,889,994.08)	0.00	387,455.60	
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	(3,889,994.08)	0.00	387,455.60	
Nonoperating									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	731,639.70	0.00	1,162,026.79	
E. NET INCREASE/DECREASE (B - C + D)		(819,186.27)	5,899,269.71	(35,424.72)	(1,052,600.91)	0.00	0.00	948,693.79	(213,333.00)
F. ENDING CASH (A + E)		4,093,950.31	9,993,220.02	9,957,795.30	8,905,194.39				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								8,905,194.39	

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF:	JUNE									
A. BEGINNING CASH			8,905,194.39	2,421,841.48	(162,950.14)	(2,400,618.61)	(3,618,979.98)	(4,483,063.74)	8,167,532.68	7,835,410.62
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		51,068.55	51,068.55	214,149.39	91,923.39	91,923.39	214,149.39	91,923.39	91,923.39
Property Taxes	8020-8079		2,000.90	8,004.56	496.98	1,141,756.09	1,480,522.42	13,715,829.55	2,558,319.75	264,535.88
Miscellaneous Funds	8080-8099		0.00	0.00	0.00	0.00	0.00	947,283.47	0.00	0.00
Federal Revenue	8100-8299		0.00	2,563.55	0.00	97,586.50	6,612.93	21,646.03	167,671.08	0.00
Other State Revenue	8300-8599		55,186.80	55,186.80	247,461.24	108,583.14	228,384.24	247,461.24	99,336.24	198,534.04
Other Local Revenue	8600-8799		22,811.77	22,811.77	24,650.77	66,216.36	52,900.11	860,324.46	106,725.20	43,426.63
Interfund Transfers In	8900-8929		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			131,068.02	139,635.22	486,758.38	1,506,065.48	1,860,343.09	16,006,694.15	3,023,975.66	598,419.95
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		1,354,183.42	1,354,183.42	1,354,183.42	1,354,183.42	1,354,183.42	1,354,183.42	1,354,183.42	1,354,183.42
Classified Salaries	2000-2999		621,444.31	621,444.31	621,444.31	621,444.31	621,444.31	621,444.31	621,444.31	621,444.31
Employee Benefits	3000-3999		823,511.85	823,511.85	823,511.85	823,511.85	823,511.85	823,511.85	823,511.85	823,511.85
Books and Supplies	4000-4999		88,703.92	88,703.92	88,703.92	88,703.92	88,703.92	88,703.92	88,703.92	88,703.92
Services	5000-5999		468,254.23	468,254.23	468,254.23	468,254.23	468,254.23	468,254.23	468,254.23	468,254.23
Capital Outlay	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Outgo	7000-7499		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
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			3,356,097.72	3,356,097.72	3,356,097.72	3,356,097.72	3,356,097.72	3,356,097.72	3,356,097.72	3,356,097.72
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	0.00	0.00
Accounts Receivable	9200-9299	3,158,354.38	631,670.88	631,670.88	631,670.88	631,670.88	631,670.88	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		3,158,354.38	631,670.88	631,670.88	631,670.88	631,670.88	631,670.88	0.00	0.00	0.00
Liabilities and Deferred Inflows										
Accounts Payable	9500-9599	(3,889,994.08)	3,889,994.08	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Due To Other Funds	9610	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Current Loans	9640	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Unearned Revenues	9650	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Deferred Inflows of Resources	9690	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SUBTOTAL		(3,889,994.08)	3,889,994.08	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Nonoperating										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		7,048,348.45	(3,258,323.20)	631,670.88	631,670.88	631,670.88	631,670.88	0.00	0.00	0.00
E. NET INCREASE/DECREASE (B - C + D)			(6,483,352.91)	(2,584,791.63)	(2,237,668.46)	(1,218,361.37)	(864,083.76)	12,650,596.42	(332,122.07)	(2,757,677.78)
F. ENDING CASH (A + E)			2,421,841.48	(162,950.14)	(2,400,618.61)	(3,618,979.98)	(4,483,063.74)	8,167,532.68	7,835,410.62	5,077,732.84
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		5,077,732.84	4,378,242.81	10,554,557.44	10,525,757.61				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	214,149.39	91,923.39	91,923.39	214,149.39	0.00	0.00	1,510,275.00	1,510,275.00
Property Taxes	8020-8079	2,079,248.11	8,338,230.68	3,048,680.34	1,236,600.74	0.00	0.00	33,874,226.00	33,874,226.00
Miscellaneous Funds	8080-8099	12,437.19	0.00	12,437.19	1,119,886.54	30,049.61	0.00	2,122,094.00	2,122,094.00
Federal Revenue	8100-8299	0.00	152,314.75	13,955.96	0.00	818,272.21	0.00	1,280,623.00	1,280,623.00
Other State Revenue	8300-8599	247,461.24	107,529.34	137,489.24	99,336.24	2,032,016.20	0.00	3,863,966.00	3,863,966.00
Other Local Revenue	8600-8799	103,311.77	842,414.20	22,811.77	22,811.77	708,769.42	0.00	2,899,986.00	2,899,986.00
Interfund Transfers In	8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Sources	8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECEIPTS		2,656,607.70	9,532,412.36	3,327,297.89	2,692,784.68	3,589,107.44	0.00	45,551,170.00	45,551,170.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	1,354,183.42	1,354,183.42	1,354,183.42	1,354,183.42	0.00	0.00	16,250,201.00	16,250,201.00
Classified Salaries	2000-2999	621,444.31	621,444.31	621,444.31	621,444.31	621,444.31	0.00	8,078,776.00	8,078,776.00
Employee Benefits	3000-3999	823,511.85	823,511.85	823,511.85	823,511.85	2,400,022.85	0.00	12,282,165.00	12,282,165.00
Books and Supplies	4000-4999	88,703.92	88,703.92	88,703.92	88,703.92	88,703.92	0.00	1,153,151.00	1,153,151.00
Services	5000-5999	468,254.23	468,254.23	468,254.23	468,254.23	468,254.23	0.00	6,087,305.00	6,087,305.00
Capital Outlay	6000-6999	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Outgo	7000-7499	0.00	0.00	0.00	0.00	270,056.00	0.00	270,056.00	270,056.00
Interfund Transfers Out	7600-7629	0.00	0.00	0.00	290,144.00	0.00	0.00	290,144.00	290,144.00
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		3,356,097.72	3,356,097.72	3,356,097.72	3,646,241.72	3,848,481.31	0.00	44,411,798.00	44,411,798.00
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	(3,589,107.44)	0.00	(430,753.06)	
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	(3,589,107.44)	0.00	(430,753.06)	
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599	0.00	0.00	0.00	0.00	(3,848,481.31)	0.00	41,512.77	
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	(3,848,481.31)	0.00	41,512.77	
Nonoperating									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	259,373.87	0.00	(472,265.83)	
E. NET INCREASE/DECREASE (B - C + D)		(699,490.03)	6,176,314.63	(28,799.84)	(953,457.05)	0.00	0.00	667,106.17	1,139,372.00
F. ENDING CASH (A + E)		4,378,242.81	10,554,557.44	10,525,757.61	9,572,300.56				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								9,572,300.56	

Description	Object Codes	2024-25 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2025-26 Projection (C)	% Change (Cols. E-C/C) (D)	2026-27 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	34,577,062.00	2.34%	35,384,501.00	2.35%	36,216,181.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	
3. Other State Revenues	8300-8599	554,048.00	0.00%	554,048.00	0.00%	554,048.00
4. Other Local Revenues	8600-8799	421,553.00	0.00%	421,553.00	0.00%	421,553.00
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	(7,947,912.00)	-1.87%	(7,799,150.00)	2.68%	(8,008,429.00)
6. Total (Sum lines A1 thru A5c)		27,604,751.00	3.46%	28,560,952.00	2.18%	29,183,353.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				12,417,799.00		12,350,037.00
b. Step & Column Adjustment				155,222.00		154,375.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(222,984.00)		(79,390.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	12,417,799.00	-0.55%	12,350,037.00	0.61%	12,425,022.00
2. Classified Salaries						
a. Base Salaries				3,681,505.00		3,755,135.00
b. Step & Column Adjustment				73,630.00		75,103.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	3,681,505.00	2.00%	3,755,135.00	2.00%	3,830,238.00
3. Employee Benefits	3000-3999	6,416,826.00	4.58%	6,710,469.00	1.08%	6,783,009.00
4. Books and Supplies	4000-4999	542,452.00	-1.00%	537,004.00	-20.93%	424,583.00
5. Services and Other Operating Expenditures	5000-5999	3,560,145.00	-6.00%	3,346,583.00	0.00%	3,346,583.00
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	59,468.00	0.00%	59,468.00	0.00%	59,468.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(55,520.00)	-15.37%	(46,984.00)	0.00%	(46,984.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	290,144.00	0.00%	290,144.00	0.00%	290,144.00
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)		26,912,819.00	0.33%	27,001,856.00	0.41%	27,112,063.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		691,932.00		1,559,096.00		2,071,290.00

Description	Object Codes	2024-25 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2025-26 Projection (C)	% Change (Cols. E-C/C) (D)	2026-27 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		3,552,649.92		4,244,581.92		5,803,677.92
2. Ending Fund Balance (Sum lines C and D1)		4,244,581.92		5,803,677.92		7,874,967.92
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	45,000.00		45,000.00		45,000.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,360,122.00		1,332,354.00		1,340,566.00
2. Unassigned/Unappropriated	9790	2,839,459.92		4,426,323.92		6,489,401.92
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		4,244,581.92		5,803,677.92		7,874,967.92
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,360,122.00		1,332,354.00		1,340,566.00
c. Unassigned/Unappropriated	9790	2,839,459.92		4,426,323.92		6,489,401.92
(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	78,766.00		80,266.00		81,766.00
c. Unassigned/Unappropriated	9790	0.00				
3. Total Available Reserves (Sum lines E1a thru E2c)		4,278,347.92		5,838,943.92		7,911,733.92

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.

Salary Reductions per Fiscal Stabilization Plan.

Description	Object Codes	2024-25 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2025-26 Projection (C)	% Change (Cols. E-C/C) (D)	2026-27 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	2,122,094.00	0.00%	2,122,094.00	0.00%	2,122,094.00
2. Federal Revenues	8100-8299	1,280,623.00	0.00%	1,280,623.00	0.00%	1,280,623.00
3. Other State Revenues	8300-8599	3,690,245.00	-10.31%	3,309,918.00	0.00%	3,309,918.00
4. Other Local Revenues	8600-8799	2,478,433.00	0.00%	2,478,433.00	0.00%	2,478,433.00
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	7,947,912.00	-1.87%	7,799,150.00	2.68%	8,008,429.00
6. Total (Sum lines A1 thru A5c)		17,519,307.00	-3.02%	16,990,218.00	1.23%	17,199,497.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				4,141,158.00		3,900,164.00
b. Step & Column Adjustment				51,764.00		48,752.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(292,758.00)		(97,657.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	4,141,158.00	-5.82%	3,900,164.00	-1.25%	3,851,259.00
2. Classified Salaries						
a. Base Salaries				4,379,812.00		4,323,641.00
b. Step & Column Adjustment				87,596.00		86,473.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(143,767.00)		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	4,379,812.00	-1.28%	4,323,641.00	2.00%	4,410,114.00
3. Employee Benefits	3000-3999	5,840,065.00	-4.60%	5,571,697.00	2.26%	5,697,639.00
4. Books and Supplies	4000-4999	713,801.00	-13.68%	616,147.00	0.00%	616,147.00
5. Services and Other Operating Expenditures	5000-5999	3,008,628.00	-8.90%	2,740,722.00	0.00%	2,740,722.00
6. Capital Outlay	6000-6999	75,000.00	-100.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	220,000.00	0.00%	220,000.00	0.00%	220,000.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	46,108.00	-18.51%	37,572.00	0.00%	37,572.00
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)		18,424,572.00	-5.51%	17,409,943.00	0.94%	17,573,453.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(905,265.00)		(419,725.00)		(373,956.00)

Description	Object Codes	2024-25 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2025-26 Projection (C)	% Change (Cols. E-C/C) (D)	2026-27 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		4,834,237.77		3,928,972.77		3,509,247.77
2. Ending Fund Balance (Sum lines C and D1)		3,928,972.77		3,509,247.77		3,135,291.77
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	3,928,972.93		3,509,247.77		3,135,291.77
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	(.16)		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		3,928,972.77		3,509,247.77		3,135,291.77
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.

Salary Reductions per Fiscal Stabilization Plan

Description	Object Codes	2024-25 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2025-26 Projection (C)	% Change (Cols. E-C/C) (D)	2026-27 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	36,699,156.00	2.20%	37,506,595.00	2.22%	38,338,275.00
2. Federal Revenues	8100-8299	1,280,623.00	0.00%	1,280,623.00	0.00%	1,280,623.00
3. Other State Revenues	8300-8599	4,244,293.00	-8.96%	3,863,966.00	0.00%	3,863,966.00
4. Other Local Revenues	8600-8799	2,899,986.00	0.00%	2,899,986.00	0.00%	2,899,986.00
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)		45,124,058.00	0.95%	45,551,170.00	1.83%	46,382,850.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				16,558,957.00		16,250,201.00
b. Step & Column Adjustment				206,986.00		203,127.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(515,742.00)		(177,047.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	16,558,957.00	-1.86%	16,250,201.00	0.16%	16,276,281.00
2. Classified Salaries						
a. Base Salaries				8,061,317.00		8,078,776.00
b. Step & Column Adjustment				161,226.00		161,576.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(143,767.00)		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	8,061,317.00	0.22%	8,078,776.00	2.00%	8,240,352.00
3. Employee Benefits	3000-3999	12,256,891.00	0.21%	12,282,166.00	1.62%	12,480,648.00
4. Books and Supplies	4000-4999	1,256,253.00	-8.21%	1,153,151.00	-9.75%	1,040,730.00
5. Services and Other Operating Expenditures	5000-5999	6,568,773.00	-7.33%	6,087,305.00	0.00%	6,087,305.00
6. Capital Outlay	6000-6999	75,000.00	-100.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	279,468.00	0.00%	279,468.00	0.00%	279,468.00
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	290,144.00	0.00%	290,144.00	0.00%	290,144.00
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)		45,337,391.00	-2.04%	44,411,799.00	0.62%	44,685,516.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(213,333.00)		1,139,371.00		1,697,334.00

Description	Object Codes	2024-25 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2025-26 Projection (C)	% Change (Cols. E-C/C) (D)	2026-27 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		8,386,887.69		8,173,554.69		9,312,925.69
2. Ending Fund Balance (Sum lines C and D1)		8,173,554.69		9,312,925.69		11,010,259.69
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	45,000.00		45,000.00		45,000.00
b. Restricted	9740	3,928,972.93		3,509,247.77		3,135,291.77
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,360,122.00		1,332,354.00		1,340,566.00
2. Unassigned/Unappropriated	9790	2,839,459.76		4,426,323.92		6,489,401.92
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		8,173,554.69		9,312,925.69		11,010,259.69
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,360,122.00		1,332,354.00		1,340,566.00
c. Unassigned/Unappropriated	9790	2,839,459.92		4,426,323.92		6,489,401.92
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z	(.16)		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	78,766.00		80,266.00		81,766.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		4,278,347.76		5,838,943.92		7,911,733.92
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		9.44%		13.15%		17.71%
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	2024-25 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2025-26 Projection (C)	% Change (Cols. E-C/C) (D)	2026-27 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)		2,361.84		2,289.10		2,262.40
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		45,337,391.00		44,411,799.00		44,685,516.00
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)		45,337,391.00		44,411,799.00		44,685,516.00
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)		1,360,121.73		1,332,353.97		1,340,565.48
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)		1,360,121.73		1,332,353.97		1,340,565.48
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

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: Projected 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):	2,361.84
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 (2021-22)				
District Regular	2,950	2,950		
Charter School				
Total ADA	**2,950**	**2,950**	**N/A**	**Met**
Second Prior Year (2022-23)				
District Regular	2,849	2,849		
Charter School				
Total ADA	**2,849**	**2,849**	**0.0%**	**Met**
First Prior Year (2023-24)				
District Regular	2,703	2,703		
Charter School		0		
Total ADA	**2,703**	**2,703**	**0.0%**	**Met**
Budget Year (2024-25)				
District Regular	2,537			
Charter School	0			
Total ADA	**2,537**			

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): 2,361.8

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, CALPADS Actual column for the First Prior Year; all other data are extracted or calculated. CALPADS 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 CALPADS Actual	Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
Third Prior Year (2021-22)				
District Regular	2,801	2,803		
Charter School				
Total Enrollment	**2,801**	**2,803**	**N/A**	**Met**
Second Prior Year (2022-23)				
District Regular	2,748	2,748		
Charter School				
Total Enrollment	**2,748**	**2,748**	**0.0%**	**Met**
First Prior Year (2023-24)				
District Regular	2,661	2,661		
Charter School				
Total Enrollment	**2,661**	**2,661**	**0.0%**	**Met**
Budget Year (2024-25)				
District Regular	2,565			
Charter School				
Total Enrollment	**2,565**			

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 CALPADS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2021-22)			
District Regular	2,592	2,803	
Charter School		0	
Total ADA/Enrollment	**2,592**	**2,803**	**92.5%**
Second Prior Year (2022-23)			
District Regular	2,519	2,748	
Charter School	0		
Total ADA/Enrollment	**2,519**	**2,748**	**91.6%**
First Prior Year (2023-24)			
District Regular	2,450	2,661	
Charter School			
Total ADA/Enrollment	**2,450**	**2,661**	**92.1%**
		Historical Average Ratio:	92.1%
	District's ADA to Enrollment Standard (historical average ratio plus 0.5%):		**92.6%**

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 (2024-25)				
District Regular	2,362	2,565		
Charter School	0			
Total ADA/Enrollment	**2,362**	**2,565**	**92.1%**	**Met**
1st Subsequent Year (2025-26)				
District Regular	2,289	2,486		
Charter School				
Total ADA/Enrollment	**2,289**	**2,486**	**92.1%**	**Met**
2nd Subsequent Year (2026-27)				
District Regular	2,262	2,457		
Charter School				
Total ADA/Enrollment	**2,262**	**2,457**	**92.1%**	**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 cost-of-living adjustment (COLA), 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 COLA, plus or minus one percent.

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.

Projected LCFF Revenue

		Prior Year (2023-24)	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Step 1 - Change in Population					
a.	ADA (Funded) (Form A, lines A6 and C4)	2,704.54	2,538.33	2,444.52	2,368.64
b.	Prior Year ADA (Funded)		2,704.54	2,538.33	2,444.52
c.	Difference (Step 1a minus Step 1b)		(166.21)	(93.81)	(75.88)
d.	Percent Change Due to Population (Step 1c divided by Step 1b)		(6.15%)	(3.70%)	(3.10%)
Step 2 - Change in Funding Level					
a.	Prior Year LCFF Funding		34,367,927.00	32,682,818.00	32,361,939.00
b1.	COLA percentage		1.07%	2.73%	3.11%
b2.	COLA amount (proxy for purposes of this criterion)		367,736.82	892,240.93	1,006,456.30
c.	Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		1.07%	2.73%	3.11%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c)			(5.08%)	(.97%)	.01%
	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 (2023-24)	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	34,972,625.00	33,048,025.00	33,874,226.00	34,721,082.00
Percent Change from Previous Year		**(5.50%)**	**2.50%**	**2.50%**
Basic Aid Standard (percent change from previous year, plus/minus 1%):		**-6.50% to -4.50%**	**1.50% to 3.50%**	**1.50% to 3.50%**

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 (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
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 (2023-24)	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	36,534,904.00	34,577,062.00	35,384,501.00	36,216,181.00
District's Projected Change in LCFF Revenue:		(5.36%)	2.34%	2.35%
Basic Aid Standard		**-6.50% to -4.50%**	**1.50% to 3.50%**	**1.50% to 3.50%**
Status:		Met	Met	Met

4C. Comparison of District LCFF Revenue to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected change in LCFF revenue has met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

5. CRITERION: Salaries and Benefits

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the budget year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999) Salaries and Benefits (Form 01, Objects 1000-3999)	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999) Total Expenditures (Form 01, Objects 1000-7499)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
Third Prior Year (2021-22)	23,885,949.72	27,311,626.41	87.5%
Second Prior Year (2022-23)	23,750,032.17	28,462,991.35	83.4%
First Prior Year (2023-24)	22,326,299.00	26,474,388.00	84.3%
		Historical Average Ratio:	85.1%

	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
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):	**82.1% to 88.1%**	**82.1% to 88.1%**	**82.1% to 88.1%**

5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: If Form MYP exists, Unrestricted Salaries and Benefits, and Total Unrestricted Expenditures data for the 1st and 2nd Subsequent Years will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Fiscal Year	Budget - Unrestricted (Resources 0000-1999) Salaries and Benefits (Form 01, Objects 1000-3999) (Form MYP, Lines B1-B3)	Budget - Unrestricted (Resources 0000-1999) Total Expenditures (Form 01, Objects 1000-7499) (Form MYP, Lines B1-B8, B10)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
Budget Year (2024-25)	22,516,130.00	26,622,675.00	84.6%	Met
1st Subsequent Year (2025-26)	22,815,641.00	26,711,712.00	85.4%	Met
2nd Subsequent Year (2026-27)	23,038,269.00	26,821,919.00	85.9%	Met

5C. Comparison of District Salaries and Benefits Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Ratio of total unrestricted salaries and benefits to total unrestricted expenditures has met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies, and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the percentage change in population and the funded cost-of-living adjustment (COLA) plus or minus ten percent.

For each major object category, changes that exceed the percentage change in population and the funded COLA plus or minus five percent must be explained.

6A. Calculating the District's Other Revenues and Expenditures Standard Percentage Ranges

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	(5.08%)	(.97%)	.01%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	**-15.08% to 4.92%**	**-10.97% to 9.03%**	**-9.99% to 10.01%**
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-10.08% to -0.08%	-5.97% to 4.03%	-4.99% to 5.01%

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 (2023-24)	1,798,353.00		
Budget Year (2024-25)	1,280,623.00	(28.79%)	Yes
1st Subsequent Year (2025-26)	1,280,623.00	0.00%	No
2nd Subsequent Year (2026-27)	1,280,623.00	0.00%	No

Explanation: (required if Yes) 24/25 Excludes one-time revenues and grant carryovers

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)			
First Prior Year (2023-24)	5,929,466.00		
Budget Year (2024-25)	4,244,293.00	(28.42%)	Yes
1st Subsequent Year (2025-26)	3,863,966.00	(8.96%)	Yes
2nd Subsequent Year (2026-27)	3,863,966.00	0.00%	No

Explanation: (required if Yes) Excludes one-time revenues and grant carryovers

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)			
First Prior Year (2023-24)	4,311,731.00		
Budget Year (2024-25)	2,899,986.00	(32.74%)	Yes
1st Subsequent Year (2025-26)	2,899,986.00	0.00%	No
2nd Subsequent Year (2026-27)	2,899,986.00	0.00%	No

Explanation: (required if Yes) Excludes one-time revenues

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)

First Prior Year (2023-24)	1,927,871.00		
Budget Year (2024-25)	1,256,253.00	(34.84%)	Yes
1st Subsequent Year (2025-26)	1,153,151.00	(8.21%)	Yes
2nd Subsequent Year (2026-27)	1,040,730.00	(9.75%)	Yes

Explanation: (required if Yes) 24/25 Excludes one-time revenues and grant carryovers

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYP, Line B5)

First Prior Year (2023-24)	7,620,909.00		
Budget Year (2024-25)	6,568,773.00	(13.81%)	Yes
1st Subsequent Year (2025-26)	6,087,305.00	(7.33%)	Yes
2nd Subsequent Year (2026-27)	6,087,305.00	0.00%	No

Explanation: (required if Yes) 24/25 Excludes one-time revenues and grant 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 (2023-24)	12,039,550.00		
Budget Year (2024-25)	8,424,902.00	(30.02%)	Not Met
1st Subsequent Year (2025-26)	8,044,575.00	(4.51%)	Met
2nd Subsequent Year (2026-27)	8,044,575.00	0.00%	Met
Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)			
First Prior Year (2023-24)	9,548,780.00		
Budget Year (2024-25)	7,825,026.00	(18.05%)	Not Met
1st Subsequent Year (2025-26)	7,240,456.00	(7.47%)	Met
2nd Subsequent Year (2026-27)	7,128,035.00	(1.55%)	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) 24/25 Excludes one-time revenues and grant carryovers

Explanation: Other State Revenue (linked from 6B if NOT met) Excludes one-time revenues and grant carryovers

Explanation: Other Local Revenue (linked from 6B if NOT met) Excludes one-time revenues

1b. STANDARD NOT MET - Projected total operating expenditures have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating expenditures within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation: Books and Supplies (linked from 6B if NOT met)	24/25 Excludes one-time revenues and grant carryovers
Explanation: **Services and Other Exps** (linked from 6B if NOT met)	24/25 Excludes one-time revenues and grant carryovers

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? — Yes

   b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D) (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223) — 0.00

2. Ongoing and Major Maintenance/Restricted Maintenance Account

		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)	43,525,671.00			
b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)				
c. Net Budgeted Expenditures and Other Financing Uses	43,525,671.00	1,305,770.13	1,944,176.00	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 (2021-22)	Second Prior Year (2022-23)	First Prior Year (2023-24)
1.	District's Available Reserve Amounts (resources 0000-1999)			
	a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
	b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	1,463,032.61	568,566.29	1,508,313.00
	c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	1,836,652.00	0.00	2,076,602.92
	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	0.00
	e. Available Reserves (Lines 1a through 1d)	3,299,684.61	568,566.29	3,584,915.92
2.	Expenditures and Other Financing Uses			
	a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	46,264,052.90	48,533,379.12	47,701,544.00
	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)	46,264,052.90	48,533,379.12	47,701,544.00
3.	District's Available Reserve Percentage (Line 1e divided by Line 2c)	7.1%	1.2%	7.5%
	District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	**2.4%**	**.4%**	**2.5%**

[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 (2021-22)	(3,448,689.14)	27,641,626.41	12.5%	Not Met
Second Prior Year (2022-23)	(2,599,012.73)	28,632,991.35	9.1%	Not Met
First Prior Year (2023-24)	3,019,349.00	26,750,456.00	N/A	Met
Budget Year (2024-25) (Information only)	691,932.00	26,912,819.00		

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)	The district implemented a Fiscal Stabilization Plan

9. CRITERION: Fund and Cash Balances

A. 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 250,000
0.3%	250,001 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):	2,363
District's Fund Balance Standard Percentage Level:	**1.0%**

9A-1. 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 (2021-22)	6,375,373.00	6,731,961.79	N/A	Met
Second Prior Year (2022-23)	4,352,289.00	3,132,313.65	28.0%	Not Met
First Prior Year (2023-24)	711,284.00	533,300.92	25.0%	Not Met
Budget Year (2024-25) (Information only)	3,552,649.92			

[2] Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

9A-2. 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)

22/23 Budgeted fund balance did not account for any negotiated raise and this carried forward into 23/24

B. Cash Balance Standard: Projected general fund cash balance will be positive at the end of the current fiscal year.

9B-1: Determining if the District's Ending Cash Balance is Positive

DATA ENTRY: If Form CASH exists, data will be extracted; if not, data must be entered below.

Fiscal Year	Ending Cash Balance General Fund (Form CASH, Line F, June Column)	Status
Current Year (2024-25)	8,905,194.39	Met

9B-2. Comparison of the District's Ending Cash Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected general fund cash balance will be positive at the end of the current fiscal year.

Explanation:
(required if NOT met)

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 $87,000 (greater of)	0 to 300
4% or $87,000 (greater of)	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 250,000
1%	250,001 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 (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.)	2,362	2,289	2,262
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. If Yes, enter data for item 2a. If No, enter data 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 (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
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 (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
1.	Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	45,337,391.00	44,411,799.00	44,685,516.00
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)	45,337,391.00	44,411,799.00	44,685,516.00
4.	Reserve Standard Percentage Level	3%	3%	3%
5.	Reserve Standard - by Percent (Line B3 times Line B4)	1,360,121.73	1,332,353.97	1,340,565.48
6.	Reserve Standard - by Amount			

	($87,000 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)	**1,360,121.73**	**1,332,353.97**	**1,340,565.48**

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 (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
1.	General Fund - Stabilization Arrangements			
	(Fund 01, Object 9750) (Form MYP, Line E1a)	0.00	0.00	0.00
2.	General Fund - Reserve for Economic Uncertainties			
	(Fund 01, Object 9789) (Form MYP, Line E1b)	1,360,122.00	1,332,354.00	1,340,566.00
3.	General Fund - Unassigned/Unappropriated Amount			
	(Fund 01, Object 9790) (Form MYP, Line E1c)	2,839,459.92	4,426,323.92	6,489,401.92
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)	(.16)	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)	78,766.00	80,266.00	81,766.00
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)	4,278,347.76	5,838,943.92	7,911,733.92
9.	District's Budgeted Reserve Percentage (Information only)			
	(Line 8 divided by Section 10B, Line 3)	9.44%	13.15%	17.71%
	District's Reserve Standard			
	(Section 10B, Line 7):	**1,360,121.73**	**1,332,353.97**	**1,340,565.48**
	Status:	Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected available reserves have met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

S1. Contingent Liabilities

1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget? — No

1b. If Yes, identify the liabilities and how they may impact the budget:

S2. Use of One-time Revenues for Ongoing Expenditures

1a. Does your district have ongoing general fund expenditures in the budget in excess of one percent of the total general fund expenditures that are funded with one-time resources? — No

1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

S3. Use of Ongoing Revenues for One-time Expenditures

1a. Does your district have large non-recurring general fund expenditures that are funded with ongoing general fund revenues? — No

1b. If Yes, identify the expenditures:

S4. Contingent Revenues

1a. Does your district have projected revenues for the budget year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)? — No

1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

S5. Contributions

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the budget year and two subsequent fiscal years. Provide an explanation if contributions have changed from the prior fiscal year amounts by more than $20,000 and more than ten percent. Explanation should include whether contributions are ongoing or one-time in nature.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the budget year and two subsequent fiscal years. Provide an explanation if transfers have changed from the prior fiscal year amounts by more than $20,000 and more than ten percent. Explanation should include whether transfers are ongoing or one-time in nature.

Estimate the impact of any capital projects on the general fund operational budget.

District's Contributions and Transfers Standard: -10.0% to +10.0% or -$20,000 to +$20,000

S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund

DATA ENTRY: For Contributions, enter data in the Projection column for the 1st and 2nd Subsequent Years. Contributions for the First Prior Year and Budget Year data will be extracted. For Transfers In and Transfers Out, the First Prior Year and Budget Year data will be extracted. If Form MYP exists, the data will be extracted for the 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data for the 1st and 2nd Subsequent Years. Click the appropriate button for 1d. All other data are extracted or calculated.

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
1a. **Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)**				
First Prior Year (2023-24)	(8,311,767.00)			
Budget Year (2024-25)	(7,947,912.00)	(363,855.00)	(4.4%)	Met
1st Subsequent Year (2025-26)	(7,799,150.00)	(148,762.00)	(1.9%)	Met
2nd Subsequent Year (2026-27)	(8,008,429.00)	209,279.00	2.7%	Met
1b. **Transfers In, General Fund ***				
First Prior Year (2023-24)	0.00			
Budget Year (2024-25)	0.00	0.00	0.0%	Met
1st Subsequent Year (2025-26)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2026-27)	0.00	0.00	0.0%	Met
1c. **Transfers Out, General Fund ***				
First Prior Year (2023-24)	276,068.00			
Budget Year (2024-25)	290,144.00	14,076.00	5.1%	Met
1st Subsequent Year (2025-26)	290,144.00	0.00	0.0%	Met
2nd Subsequent Year (2026-27)	290,144.00	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, 2024
Leases				
Certificates of Participation				
General Obligation Bonds		FD 51	Object 7433 & 7434	132,935,000
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences		All Funds	All Funds	570,278
Other Long-term Commitments (do not include OPEB):				
TOTAL:				133,505,278

Type of Commitment (continued)	Prior Year (2023-24) Annual Payment (P & I)	Budget Year (2024-25) Annual Payment (P & I)	1st Subsequent Year (2025-26) Annual Payment (P & I)	2nd Subsequent Year (2026-27) Annual Payment (P & I)
Leases				
Certificates of Participation				
General Obligation Bonds	7,066,568	7,618,175	7,060,725	7,053,150
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
Total Annual Payments:	7,066,568	7,618,175	7,060,725	7,053,150
Has total annual payment increased over prior year (2023-24)?		**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 Bond Debt Service is paid by the tax payers

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? — No

b. Do benefits continue past age 65? — No

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 (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
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 (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
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) (2023-24)	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Number of certificated (non-management) full - time - equivalent(FTE) positions	129	125	123.5	122.5

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.

Negotiations not settled

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

If Yes, date of budget revision board adoption:

4. Period covered by the agreement: Begin Date: End Date:

5. Salary settlement:

	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
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	191800		
		Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
7.	Amount included for any tentative salary schedule increases			

Certificated (Non-management) Health and Welfare (H&W) Benefits		Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
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	4.0%	4.0%	4.0%

Certificated (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget? No

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

Certificated (Non-management) Step and Column Adjustments		Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
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	1.2%	1.2%	1.2%

Certificated (Non-management) Attrition (layoffs and retirements)		Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
1.	Are savings from attrition included in the budget and MYPs?	Yes	Yes	Yes
2.	Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	Yes	Yes	Yes

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) (2023-24)	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Number of classified(non - management) FTE positions	129	126	124	123

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.

Negotiations are not settled

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

If Yes, date of budget revision board adoption:

4. Period covered by the agreement: Begin Date: End Date:

5. Salary settlement:

	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
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	98900		
		Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
7.	Amount included for any tentative salary schedule increases			

Classified (Non-management) Health and Welfare (H&W) Benefits		Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
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	10.0%	10.0%	10.0%

Classified (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

Classified (Non-management) Step and Column Adjustments		Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
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 (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
1.	Are savings from attrition included in the budget and MYPs?	Yes	Yes	Yes
2.	Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	Yes	Yes	Yes

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) (2023-24)	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Number of management, supervisor, and confidential FTE positions	30.0	29.0	29.0	29.0

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 (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
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	42433.00

		Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
4.	Amount included for any tentative salary schedule increases			
Management/Supervisor/Confidential Health and Welfare (H&W) Benefits		Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
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	7.0%	7.0%	7.0%
Management/Supervisor/Confidential Step and Column Adjustments		Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
1.	Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2.	Cost of step and column adjustments			
3.	Percent change in step & column over prior year	1.2%	1.2%	1.2%
Management/Supervisor/Confidential Other Benefits (mileage, bonuses, etc.)		Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
1.	Are costs of other benefits included in the budget and MYPs?	Yes	Yes	Yes
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 27, 2024

S10. LCAP Expenditures

Confirm that the school district's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

DATA ENTRY: Click the appropriate Yes or No button.

Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?	Yes

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review. DATA ENTRY: Click the appropriate Yes or No button for items A1 through A9 except item A3, which is automatically completed based on data in Criterion 2.

A1.	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	No
A2.	Is the system of personnel position control independent from the payroll system?	No
A3.	Is enrollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column and actual column of Criterion 2A are used to determine Yes or No)	Yes
A4.	Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?	No
A5.	Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	No
A6.	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	No
A7.	Is the district's financial system independent of the county office system?	No
A8.	Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education)	No
A9.	Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?	No

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:
(optional)

End of School District Budget Criteria and Standards Review

CABRILLO UNIFIED SCHOOL DISTRICT

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

SUPERINTENDENT
Amber Lee-Alva

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Carmen Daniel
Kimberly Hines
Sophia Layne

MEMORANDUM

MEETING DATE: June 13, 2024
TO: Members of the Governing Board
FROM: J Jesús Contreras, Ed.D., Deputy Superintendent of Business Services
CATEGORY: Information/Presentation
ITEM TITLE: Receive Updated Information on the Expected CUSD California State Aid Participation

BACKGROUND INFORMATION

California school modernization projects were funded through the State's School Facilities Program in the late 1990s and will be eligible for modernization funding in the upcoming years. As part of the CUSD Bond Program and for CUSD to continue to be eligible for potential State Aid going forward, consultants from the Caldwell, Flores, and Winters Inc. firm will update the CUSD Governing Board on the potential benefits derived from CUSD participation in the California State Aid program.

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

Receive updated information regarding CUSD State Aid participation.

CABRILLO UNIFIED SCHOOL DISTRICT

State Aid Overview

Board of Trustees Presentation
June 13, 2024

2163 HARBOR BAY PARKWAY
ALAMEDA, CA 94502
(510) 596-8170

521 N. 1st AVENUE
ARCADIA, CA 91006
(626) 829-8300

1901 S. VICTORIA AVENUE, SUITE 106
OXNARD, CA 93035
(805) 201-1989

CFW INC.

Overview

- The State of California provides periodic grants from voter approved bond measures or general fund contributions for the modernization or new construction of eligible school facilities as determined by the Office of Public School Construction (OPSC) and as funded by the State Allocation Board (SAB) pursuant to the School Facility Program (SFP)
- Funding is provided in the form of per pupil grants for facility improvements, including design, construction, testing, inspection, equipping, furnishings, technology, plus site service improvements or site acquisition
- SFP modernization grants require a 60/40 state and local district match and SFP new construction grants require a 50/50 state and local match
- Under certain specific conditions, a district may qualify and apply for a release of its local match requirement based on a financial hardship review and subject to additional constraints and requirements
- CFW has conducted an analysis of the District's state aid modernization and new construction eligibility in preparation of a Statewide School Facility Program Bond in November of 2024
- If approved by voters, the bond measure is estimated to issue approximately $13 to $14 billion in bonds to fund modernization and new construction projects for public school facilities
- The following presentation summarizes the District's eligibility for modernization grants and proposed next steps. No new construction eligibility has been found to be available at this time

Modernization Eligibility

- Modernization eligibility is established by school site and requires that permanent classrooms be at least 25 years old or since their last modernization and portable classrooms be at least 20 years old since placed in service. Students must be enrolled in eligible facilities based on state classroom loading standards. Further, eligibility requires that the enrollment per site support the estimated number of students housed in eligible classrooms

- The District is currently eligible for approximately $9.3 million in modernization grants, requiring a local match of approximately $6.5 million to fund a potential total of $16.3 million in project improvements

				2024											
				Classrooms 20/25yrs+											
	School	FY2023-24 Enroll	Pupil Grant	Perm. 25yrs+	Port. 20yrs+	Total	Elig. Pupils[1]	Prior Pupils[2]	Elig. Enroll	Elig. CRs	Base Grant	Addtl. Grants (5%)	Total State Grant (60%)	Required Match (40%)	Total
1	El Granada	335	$8,342	21	4	**25**	335	0	335	13	$2,794,570	$139,729	$2,934,299	$1,956,199	$4,890,498
2	Farallone	156	$8,342	17	6	**23**	156	0	156	6	$1,301,352	$65,068	$1,366,420	$910,946	$2,277,366
3	Hatch	541	$8,342	24	0	**24**	541	0	541	22	$4,513,022	$225,651	$4,738,673	$3,159,115	$7,897,789
4	Kings Mountain	42	$8,342	4	0	**4**	42	0	42	2	$350,364	$17,518	$367,882	$245,255	$613,137
	Total Grade TK-6	***1,074***		***66***	***10***	***76***	***1,074***	***-***	***1,074***	***43***	***$8,959,308***	***$447,965***	***$9,407,273***	***$6,271,516***	***$15,678,789***
5	Cunha	542	$6,350	23	0	**23**	542	891	(349)	0	$0	$0	$0	$0	$0
	Total Grade 7-8	***542***		***23***	***-***	***23***	***542***	***891***	***(349)***	***-***	***$0***	***$0***	***$0***	***$0***	***$0***
6	Half Moon Bay	987	$8,315	44	3	**47**	987	944	43	2	$357,545	$17,877	$375,422	$250,282	$625,704
	Total Grade 9-12	***987***		***44***	***3***	***47***	***987***	***944***	***43***	***2***	***$357,545***	***$17,877***	***$375,422***	***$250,282***	***$625,704***
	Total	**2,603**		**133**	**13**	**146**	**2,603**	**1,835**	**768**	**45**	**$ 9,316,853**	**$ 465,843**	**$9,782,696**	**$ 6,521,797**	**$ 16,304,493**

- Based on a review of the District's overall bonding capacity, the District is eligible for Financial Hardship consideration which assists districts that cannot provide all or part of their local match

- State aid eligibility is based on existing rules which are periodically adjusted by the OPSC, SAB, or the legislature when a new bond is considered

Next Steps

- Obtain DSA (Division of the State Architect) and CDE (California Department of Education) approval letters for all eligible Projects
- Prepare application submittal packages to the Office of Public School Construction (OPSC)
- District review and signatures
- Respond to any and all questions/inquiries from the OPSC
- Prepare and submit Fund Release application to the OPSC

Questions?

Thank you!

CFW INC.

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
Amber Lee-Alva

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Carmen Daniel
Kimberly Hines
Sophia Layne

MEMORANDUM

MEETING DATE: June 13, 2024
TO: Members of the Governing Board
FROM: J Jesús Contreras, Ed.D., Deputy Superintendent of Business Services
CATEGORY: Information / Presentation
ITEM TITLE: CUSD Fields Assessment Report

BACKGROUND INFORMATION

During the 2023-24 school year, community members, PTO leaders, and Hatch Elementary staff expressed concern for the status and use of the Hatch Elementary field. To explore possibilities, CUSD staff convened an organically grown *CUSD Steering Committee* which included Hatch PTO representatives, members of local soccer leagues (e.g., AYSO), members of Half Moon Bay Parks and Recreation Department, Half Moon Bay Little League representatives, Half Moon Bay Softball representatives, a Hatch Elementary Teachers representative, Hatch Elementary Administration, Boys and Girls Club of the Coastside representatives, CUSD parents, and CUSD staff.

The committee met through the Spring of 2023-24, and the Verde Design firm was hired and assigned to conduct an assessment and evaluation of the current state of CUSD fields. Staff and Verde Design will present to the Board a CUSD Fields Report which includes the current condition of the CUSD fields as well as some recommendations for improvements and maintenance.

FISCAL ANALYSIS

Prioritization, management, and improvements designed for the care of the CUSD fields will impact the General Fund, CUSD community support, and/or future CUSD-authorized Bonds.

RECOMMENDATION

Receive and comment on the CUSD Fields Report.

CABRILLO UNIFIED SCHOOL DISTRICT

Every Student, Every Day!

Playing Fields Assessment Presentation

J Jesús Contreras, Ed.D., Deputy Superintendent of Business Services

Devin Conway, PE, Principal, Verde Design, Inc.

June 13, 2024

CUSD Fields: Background

- CUSD fields play a pivotal role for the communities they serve
- CUSD fields serve an extended number of community members beyond the 2,652 students and families enrolled in the district
- Over the years, CUSD has benefitted from the involvement and support of private benefactors and organizations that collaborate with the district to develop and build facilities to serve the community CUSD serves (e.g. Events Center, HMBHS Football Field, HMBHS Baseball field, Cunha Fields)
- In 2024, CUSD convened a *CUSD Fields Steering Committee* to explore reconstruction of the Hatch field and assess all other CUSHD fields

Field Assessment – Steps Undertaken

- Fields at HMBHS, Cunha, Farallone View, El Granada, and Hatch schools were walked on April 18, 2024, and grass tissue/soil samples for the natural grass fields were taken for testing and amendment recommendations.
- A District Fields Steering Committee meeting on April 18 was held. In attendance were Verde Design, District staff, and representation from local Boys & Girls Club of the Coastside, Hatch PTO, Half Moon Bay Parks Department, Hatch Elementary School staff, as well as the local baseball, softball, and soccer youth sports leagues.
- Draft report provided to District from Verde Design on May 6
- Final Draft report provided to District from Verde Design on May 28

Field Assessment – Recommendations for Field Upgrades

- Reconstruct existing grass fields at Farallone View Elementary School and Hatch Elementary School, including new irrigation and drainage infrastructure. Budget estimate for the two projects (including soft costs):
  - Farallone View: $1,525,000
  - Hatch: $1,535,000
- Renovate the reduced grass field footprint once classroom buildings and playgrounds are installed. Include a new irrigation system for the field. Budget is $415,000.
- Replace the turf field at Cunha in 2025/2026. Budget estimate is $1,500,000.

Field Assessment – Recommendations for Maintenance Improvements

- Addition of one additional grounds member to supplement the current team to allow for proper maintenance of fields and the rest of the school grounds
- Investment of approximately $125,000 for a new mower and additional field maintenance equipment

Field Assessment – El Granada ES

- No functional irrigation system (turned off several years ago)
- Surface drains exist at the low end of the field, and paving generally drains away from the field
- Field grass is generally in fair to good shape, and much of the field is actually grass, not weeds
- Soil is Loamy Sand, which is well-draining and excellent for grass fields
- Gophers/ground rodents are largely absent due to rodent mesh in the soil

Field Assessment – El Granada ES







Field Assessment – Farallone View ES

- No functional irrigation system or water supply to the field
- No drainage system in the field area, and school paving drains into the field
- Very uneven field surface and very tall grasses
- Gophers/ground rodents have overtaken the field in multiple locations
- Much of the field area is non-turf grasses

Field Assessment – Farallone View ES







Field Assessment – Hatch ES

- No water supply to the field or irrigation system
- No drainage system in the field area
- Very uneven field surface and field nearest fire lane has been plowed under due to mulch
- Gophers/ground rodents have overtaken the field in multiple locations
- Much of the field area is non-turf grasses, and a portion of field nearest Hwy 1 is boggy due to grading
- Field area is larger than it needs to be (grass area behind backstop not functional space)

Field Assessment – Hatch ES









Field Assessment – Cunha Intermediate School

- Synthetic turf field (approx. 10-12 years old) – sand and SBR infill
- Field has a drainage/shock pad beneath the turf
- Generally, most of the field is well-worn, some field markings/lines are worn through, and seams are visible. These are recommended to be repaired if the field is to remain in use in the coming year or two.
- Field is good candidate for replacement (of turf only) in the next two years.

Field Assessment – Cunha Intermediate School







Field Assessment – Half Moon Bay High School

- Synthetic turf football field (approx. 4 years old) – sand and cork infill with a drainage/shock pad beneath turf
- Generally field is in good condition. Weeds are growing in the field, the field has some settlement in a couple visible locations, and the field apparently had some drainage issues in the past winter
- Field should not need a replacement for several years

Field Assessment – Half Moon Bay High School



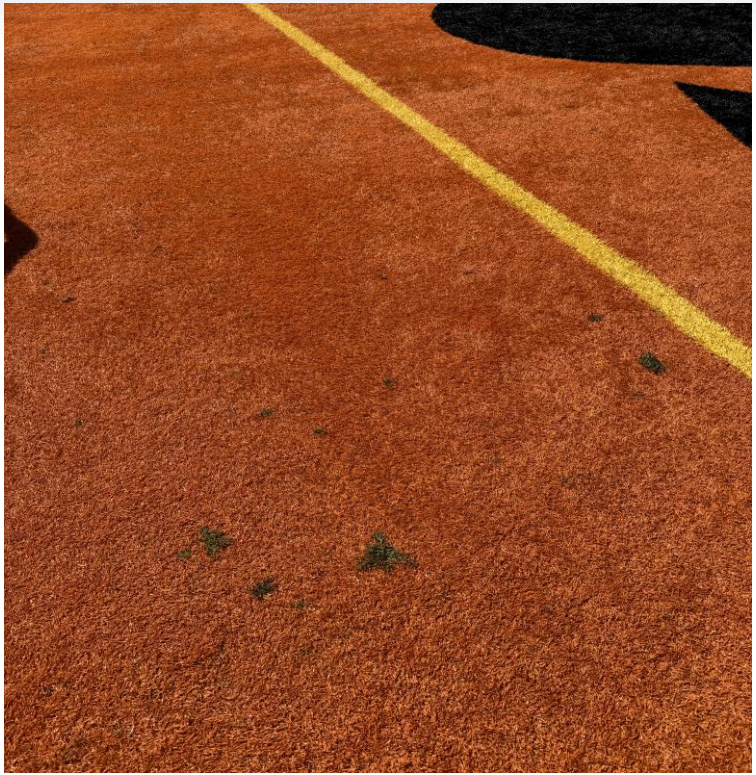


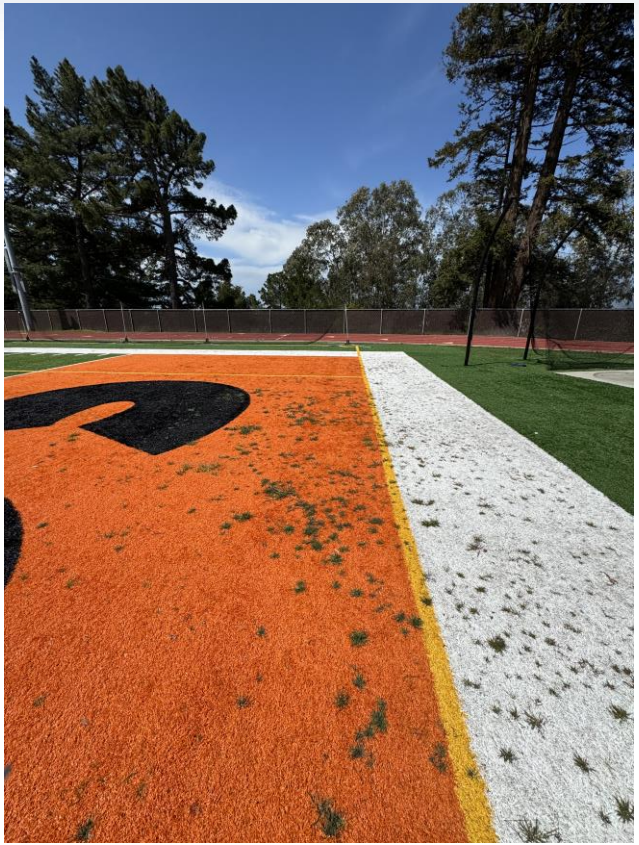


Field Assessment – Half Moon Bay High School

- Synthetic turf baseball field (approx. 17 years old) – sand and SBR infill with a drainage / shock pad beneath turf
- Some of the infield areas have been replaced in the past couple of years
- Generally field is in excellent condition, given its age. Some grasses are growing in the outfield
- Field should not need replacement for at least 2-3 years, as it looks to be well maintained and use is limited to baseball activities

Field Assessment – Half Moon Bay High School





Field Assessment – Half Moon Bay High School

- Softball fields are in very good condition, and grass coverage is very good
- Fields have an irrigation system
- Field slopes are probably the best of all the grass fields in the District
- Sandy loam soils, which are conducive to quality grass fields

Field Assessment – Half Moon Bay High School





Next Steps

- Prioritize CUSD districtwide consideration/attention to its fields
- Develop a CUSD Fields Master Plan (Plan of Action)
- Explore and assign funding resources for the implementation of the CUSD Fields Master Plan
- Continue collaboration with community partners for the development, repair, and maintenance of the CUSD fields
- Design strategic maintenance and care of CUSD with community stakeholders (which may include the Boys and Girls Club of the Coastside (BGCC), City of Half Moon Bay Parks and Recreation Department, Little League, HMB Softball, AYSO, PTOs, and other organizations).

Questions?

Thank you!

CABRILLO UNIFIED SCHOOL DISTRICT
PLAYING FIELDS ASSESSMENT



MAY 24, 2024

PREPARED BY:
VERDE DESIGN, INC

PREPARED FOR:
CABRILLO UNIFIED SCHOOL DISTRICT

LANDSCAPE ARCHITECTURE | CIVIL ENGINEERING | SPORT PLANNING & DESIGN

ACKNOWLEDGEMENTS

Verde Design would like to acknowledge the accommodating staff at the Cabrillo Unified School District, especially Jaime Villalobos Rico, District Maintenance & Operations Manager, and Roger Anchartechahar, Vanir Program Director, that participated in walking the school sites on April 18. They both provided valuable information needed to assess each site and produce this document. Special thanks to them for all their help, patience, and providing their insight and knowledge for each site during the course of the assessments.

We would also like to acknowledge Dr. Jesus Contreras, Deputy Superintendent of Business Services, for his help throughout the assessment work, and Dr. David York of Tournament Turf Laboratories for his knowledge, laboratory work, and site-specific recommendations utilized in this assessment report.

EXECUTIVE SUMMARY

Verde Design was hired by the Cabrillo Unified School District to assess the District's athletic fields' overall conditions in April 2024. Athletic fields were assessed at three elementary schools: El Granada, Hatch, and Farallone View Elementary Schools. The field assessments included review of site soil conditions, natural grass conditions, site drainage, and site maintenance practices.

Of the natural grass fields at the three elementary schools, El Granada is in the best condition. Hatch and Farallone View Elementary Schools are both in relatively poor condition for varying reasons, as noted in the report. Both need substantial renovations, and both would benefit from an in-ground automated irrigation system. The campus modernization at Hatch has also negatively impacted the field condition and overall size. Neither play field at these two sites has a drainage system, which each could benefit from.

Field maintenance, including the staffing levels and equipment, were also reviewed as part of the assessment. In our opinion, three grounds crew members for the District's properties is not an adequate staffing level for maintaining the school grounds and the play fields at an acceptable level. Also, we recommend that the District invest in additional field maintenance equipment to maintain the fields to a higher level. Currently the grounds staff only has one aging riding rotary mower, and no other grass maintenance equipment.

It does not appear that the assessed fields are overused, though this appears to be more of a case of reduced usage due to the conditions of the fields. Allowing the field spaces to rest (seasonally and between uses) and annual maintenance are necessary to keep a field healthy year after year. Rest, especially during the winter months, lets the field recover from the constant use it receives throughout the rest of the year, and it also helps with not over-compacting the fields, especially when they are wet.

Annual maintenance practices, such as aerating, overseeding, fertilization, and weed control, should be implemented to provide the grass with a healthy growing medium and the additional seed will help maintain a dense stand of grass. These maintenance practices should be a part of the District's short-term and long-term maintenance routine, as discussed in the report.

For the field renovations, we have developed recommended field construction budgets for the following schools' fields (at this time, we are not recommending capital improvements to the high school fields for the coming 2-3 years).

The Rough Order of Magnitude (ROM) project costs shown below for the three elementary schools include a contingency of 25% for currently unidentified design & construction circumstances, as well as an allowance for design fees.

School Site	**Field Renovation Costs**
El Granada ES:	$ 415,000
Farallone View ES:	$ 1,525,000
Hatch ES:	$ 1,535,000
Cunha Int. School:	$ 1,500,000 (for synthetic turf replacement)

An alternative to the above natural grass field renovations/reconstructions, Verde Design also evaluated the three fields' suitability for conversion to synthetic turf. Given the current condition at Farallone View and Hatch, a conversion to synthetic turf may be a viable option, especially at Hatch ES, given the likely high level of use at this site. Conversely, the relatively lower level of anticipated use at Farallone View makes converting that site to synthetic turf less appropriate. The soon-to-be reduced field size at El Granada will likely make that field more challenging to maintain, and the appeal to convert to synthetic turf would likely increase once that field size reduction occurs.

The Rough Order of Magnitude (ROM) project costs shown below for the three elementary schools include a contingency of 25% for currently unidentified design & construction circumstances, as well as an allowance for design fees.

School Site	**Conversion to Synthetic Turf Costs**
El Granada ES:	$ 1,563,000
Farallone View ES:	$ 4,125,000
Hatch ES:	$ 3,870,000

For the maintenance team, we would recommend an investment of approximately $125,000 in new/additional field maintenance equipment, as well as one additional grounds crew member to supplement the current team. This would allow the District the ability to properly maintain the improved play field spaces.

INTRODUCTION & OVERVIEW

Verde Design has been retained by Cabrillo Unified School District (CUSD) to assess the athletic fields at its school sites. These sites include Hatch, El Granada, and Farallone View Elementary Schools, Cunha Intermediate School, and Half Moon Bay High School. Site walks at each of these schools' play fields were completed on April 18, 2024. Additionally, the Verde Design team attended a CUSD Fields Steering Committee meeting on the afternoon of April 18. This meeting, attended either in person or virtually, included leaders of the local Boys & Girls Club, PTO, City of Half Moon Bay Parks Department, the Hatch ES community, as well as the local baseball, softball, and soccer youth sports leagues.

Our role was to assess the overall field conditions of each of the athletic/play fields. For the natural grass fields, the evaluation included reviewing the field for overall cover and health of the grass, whether the field possessed an operating irrigation systems and how well it performed, any drainage systems that were present within the field, the field slopes, potential rodent / animal issues, the field adjacencies, and the security of the play field area (i.e. perimeter fencing). Soil samples were taken at each of the natural grass play fields in order to get a good understanding of each site's soil profile and nutrient levels.

For the synthetic turf fields, we reviewed the general condition of the turf fibers and infill levels, as well as how the overall field construction was holding up. Perimeter edges were reviewed, as well as the areas immediately adjacent to the turf fields.

Of the natural grass fields at the three elementary schools, El Granada is in the best condition. In our opinion, this is largely due to three key factors. First, it is less than ½ the size of either Hatch or Farallone View Elementary Schools. This allows the level of maintenance to be more manageable. Second, upon inspection of the soil, the field has a steel mesh embedded four inches down into the soil, which is protecting the field against ground rodents (i.e. gophers, ground squirrels, etc). And third, the soil composition at El Granada is the best of the three sites, as it has the highest sand content of the three sites. This sandy soil composition is ideal for turfgrass, and will drain quickly while promoting conditions for optimal root growth.

Hatch and Farallone View Elementary Schools are both in relatively poor condition for varying reasons as noted in the report. Both could benefit from substantial renovations, including all-new underground drainage and irrigation infrastructure.

Field maintenance and the staffing levels and equipment were also reviewed. In our opinion, three grounds crew members for these school sites (as well as being responsible for the District office grounds and the Kings Mountain campus) is not an adequate staffing level for maintaining the school grounds and the play fields at an acceptable level.

In talking with Jaime, it is apparent that the District needs to invest in additional field maintenance equipment to maintain the fields to a higher level. Currently the grounds staff only has one older riding rotary mower, and no other grass maintenance equipment.

It does not appear that the assessed fields are overused, though this appears to be more of a case of reduced usage due to the conditions of the fields. Rest and annual maintenance are necessary to keep a healthy field year after year. Rest, especially during the winter months, allows the field recover from the constant abuse it takes throughout the rest of the year. It also helps with not over compacting the fields, especially when they are wet.

Annual maintenance, such as aerating, overseeding, fertilization, and weed control should provide the grass with a healthy growing medium and the additional seed will help maintain a dense stand of grass. These maintenance practices should be a part of the District's short term and long term maintenance routine.

FIELD ASSESSMENTS AND RECOMMENDATIONS

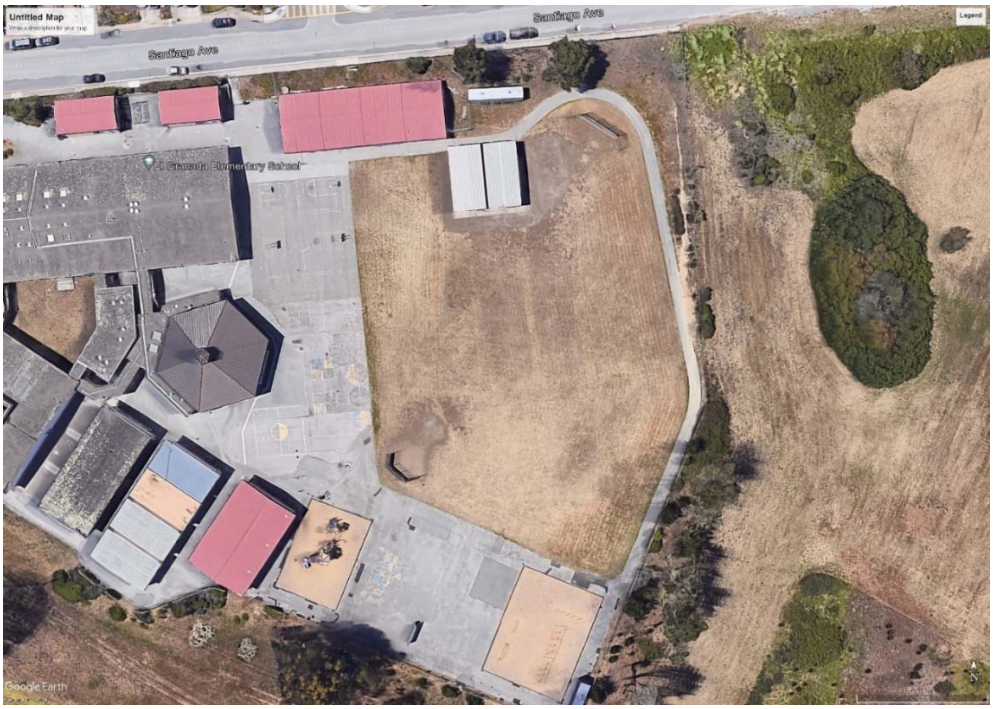
EL GRANADA ELEMENTARY SCHOOL, EL GRANADA

El Granada Elementary School's play field consists of a moderately sized grassy area (approx. 1.45 acres) on the eastern portion of the campus. This field is bounded by asphalt pathway on the northern and eastern sides, and the western and southerly edges are also bounded by asphalt black top.

There is an upslope to the north and most of the easterly edges, but the runoff largely is directed along the asphalt to areas outside the grass playfield. Additionally, two portable buildings cut into the field area along the northern edge, and we understand that additional modular classrooms will be installed on the playfield alongside the existing portables, as well as a playground. These additions are intended to replace the play field in these areas indefinitely, and further reduce the net effective play area of the field. We understand that the final reconfiguration of the existing play field has yet to be determined, but it will be smaller than its current size.

There are two chain link backstops on this field; one at the northeast corner, and one at the southwest corner. The larger of the two chain link backstops at the field's northeastern corner is largely non-usable due to the proximity of the portable buildings to the backstop.

The field is accessible from the main campus and is not locked up. There are boundary fences along the school's perimeter outside the general field area, but it is not secured from the standpoint of preventing access to the play field.



Aerial View of El Granada ES Play Field Area

The assessment of the existing grass area began with the observation of the grass coverage, which is largely complete throughout the field area. Overall, this site's play field is in much condition than Farallone View and Hatch. Its footprint is considerably smaller, has less shade issues, and seems to be easier to maintain. There are two catch basins located along the outer southern edge of the field, which is the low end of the field. One is at the southeast corner, and the other is roughly at the mid-point of the field. There is apparently no other drainage infrastructure within the field.

The field is sloped from the northern end down to the southern end, with field slopes ranging from one to four percent (1-4%).



El Granada Catch Basin



Irrigation Valve Box at El Granada

The field does have an existing irrigation system, but it is not operable or turned on (and has not been for several years), per input from Jaime.

The field's topsoil is sandier than the clay soils at Farallone View or Hatch. Additionally, there is a half inch gauge steel mesh four inches below the top of the soil that was encountered at all soil borings. This steel mesh, of unknown age, was apparently installed to prevent gophers and other ground rodents, and it appears to be working well, as the field does not appear to be impacted by gophers.

The grass root depth is good, and extends all the way to the mesh cage (and presumably beyond it). One drawback with the soil at this site is that it has more rocks than at Farallone View or Hatch, where we did not encounter any rocks.

Per input from Jaime, El Granada is mowed every two weeks, with no other maintenance practices are occurring at these sites.



El Granada Root Zone



Steel gopher mesh in El Granada soil

Soil Analysis & Testing

The soil testing showed that the soil at this site is roughly 74% sand, 16% silt, and 10% clay. This composition equates to loamy sand per the USDA soil textural analysis. This type of soil is very good for athletic fields, which can definitely be a factor in recommending that this field stay natural grass. Nutrient-wise, the field primarily needs calcified lime and nitrogen to improve turfgrass health. Detailed soil and fertilizer amendment recommendations are attached in the appendix.

Recommendations

After reviewing all the information that was obtained during the site observation, our initial recommendation for the field at El Granada ES would be to install a new automated irrigation system for the new play field footprint (once the new playground and classrooms are added to the field footprint). Additionally, we would recommend that the field receive some added drainage at the low end of the field, and be connected to the existing drainage system at the field edge. The field can then be resodded. We would recommend keeping the steel mesh in place where the field profile can stay intact, and that steel mesh be added where the topsoil section needs to be reconstructed.

We would recommend that the existing backstop in the southwestern corner be replaced with a newer, slightly larger model, with the addition of a small chain link dugout with a concrete floor and players bench. The existing fencing at the site appears to be adequate for what the District is trying to achieve. If the District wants to control field usage, then additional site fencing would be required (but it is not part of our recommendations at this point).

The overall initial project budget (including anticipated design fees and a 25% contingency) for the above recommended improvements is approximately $415,000.

FARALLONE VIEW ELEMENTARY SCHOOL, MONTARA

Farallone View Elementary School's play field consists of a large grassy area (approx. 3.45 acres) on the northern portion of the campus. This field is bounded by a 19-foot-wide asphalt pathway on the western end and along roughly the western 2/3 of the northern end. There is a downslope below the boundary fence on the outside of the asphalt pathway. On the eastern side of the field, there is an upslope to Le Conte Avenue, as well as the kinder area. The main campus and blacktop area are to the south of the play field, and the blacktop areas slope and drain into the grass field area.

There are small chain link backstops located in the grass field at the northwest and southeastern corners. The field is accessible from the main campus and is not locked up. There are boundary fences along the school's perimeter outside the general field area.



Aerial View of Farallone View ES Play Field Area

The assessment of the existing grass area began with the observation on the grass coverage, which is largely complete throughout the field area. However, much of the field is covered by weeds and non-turf grasses as it has been planted with a cool season turfgrass. The field does not have any drainage, and the school's hard courts / asphalt blacktop areas to the south of the field slope and drain into the field, as evidenced by lots of dirt and debris at the field's asphalt edge.

The field slopes from the southeast corner down to the northwest costs, at an average slope of two to four percent (2-4%). There is no drainage infrastructure within the grass play field area.

The field does not have an active irrigation system, nor has it had one for the past couple of decades, according to Jaime. However, there are pipes and some very old heads interspersed throughout the field, per Jaime. On the north and west side of the field, there is a 19-foot-wide asphalt path, likely used for physical education and running activities. Outside the path along the chain-link fence, there is a 5-foot-wide asphalt swale, which drains into curb inlets along the outside of the swale which, apparently, flows offsite and down the hill.

The grass soil appears to be largely silt & clay based (very mucky), and was saturated. The roots were exceeding five inches in depth and prevalent. There is a lot of organic matter in the soil, which is good.



Farallone View Root Zone

As noted earlier, a lot of the green on the field is not play field turfgrass, but rather weeds and other plant types. Gopher holes and dirt burrows were observed in several locations, and there were large holes, 3 to 5 inches deep, located throughout the field.

Overall, due to its condition, the field would not be a safe field for active play for students or the general public. Jaime also let us know that the field is mowed approximately one to two times each month when the weather allows. The field was mowed the day before our visit, and it showed. Even with the fresh mow (clippings are left on the field in rows from the mower), the grass height was pretty tall (measured at 3-5 inches on average), and the soil beneath the grass is very uneven, which can lead to poor footing and injuries for users.



Gopher holes at Farallone View

Soil Analysis & Testing

The soil testing showed that the soil at this site is roughly 43% sand, 37% silt, and 20% clay. This composition equates to loam per the USDA soil textural analysis. This type of soil is moderately acceptable for athletic fields, which should be considered when thinking about field renovation/ reconstruction options. Nutrient-wise, the field primarily needs calcified lime, potassium, and nitrogen to improve turfgrass health. Detailed fertilizer and soil-amendment recommendations are attached in the appendix.

Recommendations

After reviewing all the information that was obtained during the site observation, our initial recommendation for Farallone View ES field would be to first reduce the footprint of the field by roughly ten percent (from approximately 150,000 SF to closer to 135,000 SF), which would be a more manageable footprint and size. The field would then be reconstructed, starting with new drainage and irrigation infrastructure. This would entail stripping of the grass and weed layer, installation of a new automated irrigation system with a controller, and installation of a new drainage system along the perimeter (at a minimum), followed by regrading the topsoil, adding the recommended soil amendments in accordance with the soils report, and installation of new sod. Installing a steel gopher mesh (similar to what is in the ground at El Granada) would also be recommended.

The backstops would benefit from replacement once the field is reconstructed. The existing perimeter fencing at the site appears to be adequate for what the District is trying to achieve. If the District wants to control use to the field, then additional site fencing would be required (but it is not part of our recommendations at this point).

The overall initial project budget (including anticipated design fees and a 25% contingency) for the above recommended improvements is approximately $1,525,000.

HATCH ELEMENTARY SCHOOL, HALF MOON BAY

Hatch Elementary School's play field consists of a large grassy area (approx. 2.95 acres) on the southern portion of the campus. This field is bounded by a pathway on the western side, a boundary fence on the southern and eastern sides, and the school campus on the northern side. There does not appear to be much stormwater runoff outside the field being directed onto the grass playfield, which is good.

There is a chain link backstop and player dugouts in the southwestern portion of the field. The backstop and fencing itself is in good location. However, the player dugouts and the areas behind the backstop, which is intended for spectators, is planted with grass which does not provide a suitable walking/congregating surface for the players in the dugout or the spectators. The player benches inside the two dugouts are damaged and require replacement.

The field area has a large rectangular disturbed area along the northern edge that was created by the contractor on site removing the wood bark mulch from the laydown area, and the wood material (along with excavated soil) was piled up to the west of the disturbed area. There is also a fenced-in area where the new school addition is being built in the field's northeast corner, directly south of the kinder area.



Aerial View of Hatch ES Play Field Area

There are also large ruts in the field, the remnants of the construction access route off of Central Avenue that runs north-south to the main campus and largely bisects the play field. The field is notably in better condition west of this access rout than to the east it.



Old construction route thru Hatch ES Play Field

The field is accessible from multiple locations and is not locked up. There are boundary fences along the school's perimeter outside the general field area, but there are multiple access points where the general public can simply walk on the site and play field area.

The existing grass area has the most inconsistent grass coverage on any of the visited District play fields, which isn't factoring the undercut area south of the fire lane on campus.

Overall, Hatch's field quality is somewhere between Farallone View and El Granada. The field does not appear to have been mowed recently, and while it largely has grass coverage outside of the excavated bark area, the field is boggy and poorly draining in the eastern third of it. Additionally, there are numerous gopher holes and gopher tracks throughout the field. It is not a playable or safe surface. The soil is much more clay-based, similar to Farallone View, rather than El Granada. A notable amount of the "grass" on the field is not play field turfgrass, but rather weeds and other plant types.

The western half of the field at Hatch generally slopes to the west (i.e. behind the backstop) at an approximate one percent (1%) slope. The eastern part of the field does not have much slope, which

is one of the reasons the field area is soft and boggy underfoot. The field does not have any in-field drainage or irrigation systems, so there is no way to get water off of or onto the field, which is a major issue moving forward with renovation and maintenance recommendations.

The grass soil appears to be largely clay based. The roots were exceeding five inches in depth and prevalent. There is a lot of organic matter in the soil, which is good.



Hatch Root Zone



Gopher holes at Hatch



Hatch bark pile & undercut area in background



Boggy and overgrown area east of old construction access route

Soil Analysis & Testing

The soil testing showed that the soil at this site is roughly 52.5% sand, 30% silt, and 17.5% clay. This composition equates to sandy loam per the USDA soil textural analysis. This type of soil is adequate, trending towards good, for athletic fields, which can definitely be a factor in the decision whether or not to keep this field natural grass. Nutrient-wise, the field primarily needs calcified lime, potassium, and nitrogen to improve turfgrass health. Detailed fertilizer and soil-amendment recommendations are attached in the appendix.

Recommendations

After reviewing all the information that was obtained during the site observation, our initial recommendation for Hatch ES field would be to first reduce the footprint of the field by roughly twenty percent (from approximately 129,000 SF to closer to 105,000 SF), which would be a more manageable footprint and size. There is no need for grass behind the backstop and outside the functional field areas. The reduced size play field would then be reconstructed, starting with new drainage and irrigation infrastructure. This would entail stripping the grass and weed layer, followed by installation of a new automated irrigation system with a controller, and drainage system along the perimeter (at a minimum), followed by regrading the topsoil, adding the recommended soil amendments in accordance with the soils report, and installation of new sod. Installing a steel gopher mesh (similar to what is in the ground at El Granada) would also be recommended.

New concrete floors and player benches would be added to the two dugouts, and we would recommended that new gates at entry points and fencing along the school parking lot and fire lane be added. The existing perimeter fencing (other than the addition of the noted gates) appears to be adequate for what the District is trying to achieve.

The overall initial project budget (including anticipated design fees and a 25% contingency) for the above recommended improvements is approximately $1,535,000.

CUNHA INTERMEDIATE SCHOOL, HALF MOON BAY

Cunha Intermediate School's play field consists of a large synthetic turf field (approximately 3.9 acres) consisting of a 2.25 inch tall pile monofilament FieldTurf field with sand and crumb rubber infill that we understand to be roughly 10-12 years old. The field has a Brock Powerbase drainage/shock pad beneath the turf field, and the turf is connected to perimeter wood headers via staples. This field is bounded on all four sides by concrete paving and perimeter all-weather track surfacing.



Aerial View of Cunha Turf Field Area

The existing turf field is overall in fair condition, and does not require replacement. However, the field could use some repairs along some high wear areas and inlaid field lines that have lost their fibers and are worn down to the turf backing. No drainage assessment was completed for the field. The field is secured with perimeter fencing, which appears to be adequate.

Recommendations

We would recommend the turf field be repaired in areas that are worn (roughly $50,000 budget) and replace the turf product in the next 3-5 years (likely at a budget of around $1,500,000).

HALF MOON BAY HIGH SCHOOL

Half Moon Bay High School has three primary athletic fields: the synthetic turf stadium field, the synthetic turf baseball field, and the natural grass softball field (consisting of a varsity field and a JV field).



Aerial View of Half Moon Bay HS Campus

Fields Visual Assessment – Baseball Field

The bulk of the synthetic turf baseball field (with the exception of some of the infield areas, which have been replaced) is the original turf field, which is 17 years old.



Aerial view of Half Moon Bay HS Baseball Field

The 2.25 inch tall slit-film fibered field (with sand and SBR rubber), is overall in very good shape (much better than the field at Cunha). The field largely has measured infill levels of 1.25", and the fibers are in good condition. There is a first generation Brock drainage/shock pad underneath the turf, which is enabling the field to continue to maintain safe G-MAX levels. The baseball mound and home plate areas are natural dirt/clay, and not turf.

There were some grasses growing within the turf in the outfield, which may be an indicator of a possible drainage issue. Also, some of the high wear areas around the bases need some additional grooming of the granular infill, but other than that, this field appears to be performing well. No drainage assessment was completed for the field.



Right field at Half Moon Bay HS baseball field – natural grasses in turf

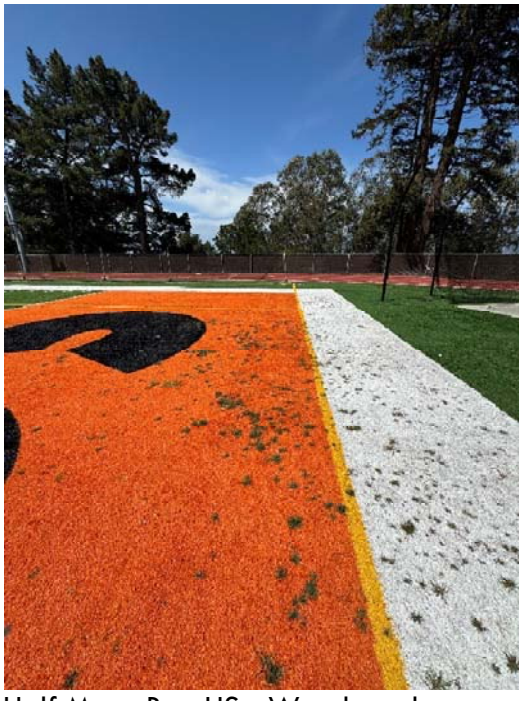
Fields Visual Assessment – Stadium Field

The stadium turf field is approximately four years old. It is a 2.25" tall slit fibered turf product with sand and cork infill. There is a first generation Brock drainage/shock pad underneath the turf. There is a visible depression in the football endzone in the northeastern corner of the field, which is not a safety issue, but it may impact ball roll during soccer.



Aerial View of Half Moon Bay HS Stadium Field

There were numerous weeds and invasive grasses growing within the field, especially in the northern end zone, which may be an indicator of a possible drainage issue. No drainage assessment was completed for the field.


Half Moon Bay HS - Weeds and grasses in stadium turf

Fields Visual Assessment – Softball Fields

The natural grass softball fields are overall in very good condition. Both the varsity (in the northeast quadrant of the grass field area) and the JV field (in the southwest quadrant) have in-ground permanent outfield fences, with dirt/cinder infields and grass outfields. The grass outfields generally slope 1-3 percent from the northeast to the southwest (i.e. from the varsity infield to the JV infield). Grass coverage is good, and root depth was measured to be 4-5 inches. The soil is clay-based, but soils are better than those at Hatch or Farallone.



Softball field



Root sample in softball fields

The irrigation for the softball fields at Half Moon Bay High School is providing adequate coverage and is regularly operating outside of winter months, per Jaime. The grass fields do not have in-field drainage systems, and rely on sheet drainage off the fields and soil infiltration.

Soil Analysis & Testing

The soil testing showed that the soil at this site is roughly 55 percent sand, 32.5% silt and 12.5% clay. This composition equates to sandy loam per the USDA soil textural analysis. This type of soil is adequate, trending towards good, for athletic fields. Nutrient-wise, the field primarily needs calcified lime, potassium, and nitrogen to improve turfgrass health. Detailed soil and fertilizer amendment recommendations are attached in the appendix.

Recommendations

The two turf fields are in good functional condition, and appear to likely continue to be this way for multiple years if regular maintenance on the turf surface is occurring. The grass softball fields could benefit from more regular grass maintenance practices (such as aeration, top dressing, overseeding, etc), but renovations to these field areas are not needed at this time.

MAINTENANCE STAFF

Cabrillo Unified School District has three elementary schools, one intermediate, and one comprehensive high school within their District, as well as the District office grounds and the Kings Mountain campus. Excluding the District office and Kings Mountain, which do pull away resources for the other five campuses, there are over 60 acres of grounds to maintain. In reviewing the staffing levels for the exterior grounds, it is our opinion that the three grounds crew members responsible for these school sites is not an adequate staffing level for maintaining the school grounds and the play fields at an acceptable level.

All of the school sites need constant care, work, maintenance, and security. After walking the school sites and speaking to Jaime, our assessment would be that the District is understaffed when it comes to maintaining all their schools' play fields to an appropriate level. Additional staff would help to keep these to a level where they are safe and playable, provided the fields are improved from their current state. Additionally, the maintenance staff would benefit from field maintenance training, provided that regular sports grass management and maintenance practices are properly funded.

Based on what is being asked of the District staff, our recommendations would include not less than two full-time staff members be assigned to just the play fields (this could be adjusted if fields are converted to synthetic turf, transitioned to other uses, or shared-use agreements are executed with outside parties, etc.), or not less than four grounds crew members for all of the exterior areas. These staff would provide both regular (i.e. mowing, irrigation system maintenance) and annual maintenance practices (i.e. aeration, seeding, fertilization, etc.). These staff could also assist with event-specific efforts (such as game markings, etc.). We would also recommend that these staff be cross-trained so they can support and cover for one another during time away from work, as well as focusing on concentrated work efforts when necessary.

It would be recommended that natural grass areas inside the schools (non-play field areas) be minimized or eliminated as maintaining these areas is time consuming, and grass frontage areas should also be evaluated for appropriateness.

MAINTENANCE EQUIPMENT

Cabrillo USD currently has only one piece of dedicated equipment, and that is a John Deere riding mower (model 1600, 11-foot-wide multi-deck rotary mower).




Riding Mower

It would be our recommendation that the District invest in a new mower and some additional equipment:

- A small general utility tractor.
- A small 2x4 utility vehicle with rear bed.
- One smaller walk behind mower.
- Pull-behind box leveler .
- Pull behind trailer top dresser.
- A knife aerator and a 4" deep solid tine aerator (64" wide).
- An overseeder (Tractor powered).

The additional pieces of equipment noted above would enable the grounds staff to perform recommended regular maintenance on the grass play fields. With this equipment, we also recommend the following steps be undertaken:

- Follow manufacturers' recommendations on care and maintenance (owner's manual).
- Clean dirt and debris from equipment after use, and when going from one field to another to avoid contamination/spread of unwanted weeds/plant species.
- Address minor damage at the fields pre-emptively to prevent it from worsening.
- Store indoors with good ground protection, if possible.

RECOMMENDED MAINTENANCE PLAN

The following is a recommended maintenance plan that will enable the District to maintain safe, high-performing play fields (provided the use of the fields aligns with the recommended maintenance levels). These recommendations are provided for maintaining the grass play fields once renovated (the high school softball fields at this point do not require significant renovation). It is important to understand that without proper maintenance, natural grass play fields will fail. Proper maintenance involves the use of the right equipment, implementation of scheduled tasks, and use of appropriate materials and applications to be successful. The relationship between field use and maintenance is such that a field that has minimal to moderate use will not require the same level of maintenance of a field that is heavily used.

The type of use will affect the level and type of maintenance practices that are required for a field. For example, sports such as soccer and football impact fields more than baseball and softball. As different uses are scheduled for fields, staff and maintenance personnel need to review the impact that the fields are experiencing and increase or decrease the fields specific maintenance needs accordingly.

Proposed Short-Term Maintenance Recommendations

1. Step One:
    a. Provide a selective broadleaf weed control for the fields based on the application rates prescribed by the manufacturer.
    b. Aerate the turf and soil at these areas with two passes of an aerator to alternate plug holes. Aeration shall be a minimum of 4" deep, but ideally 6" to 8" deep. Spacing of aerator should be 4" to 6" with one pass and we would desire a 3" spacing with both aeration passes. Aeration should be completed with 72" or 60" wide aerator. We recommend two passes in two different directions. The other alternative is to use a plug aerator in one direction and then use a knife aerator in the other.
    c. If plugs are pulled, remove soil plugs from site.
    d. Top dressing shall be spread over the area at depth to fill plugs. For the amendment we recommend a blended compost/USGA sand mixture. Sand to compost ratio shall be at least 70/30 and premixed. Amendments shall be spread to a ¼ inch depth and dragged or raked to fill voids.
    e. Spread appropriate seed mix at a rate of 150 lbs. per acre (rate can be adjusted for slit seeding application) or as recommended by the manufacturer.
    f. Provide hand broadcast of turf seed in areas larger than 16" square inches where soil is visible. Loosen up soil with a rake or hoe prior to seed placement.
    g. Fertilize the field. Evenly spread 20 lbs. (or as recommended by field-specific testing) of fertilizer per 1,000 square feet or as recommended by the product manufacturer. Soil fertility testing prior to application will allow for appropriate fertilizer product selection and application rate.

h. Contractor shall review the irrigation schedule with the District staff and make adjustments to the schedule for the grass germination and recondition of the field. Recommendations shall be provided for a water cycle for germination and turf establishment period and standard run times for system.

2. Step Two:
   a. Provide mowing of the fields per long term recommendations below.
3. Step Three:
   a. Provide knife aerations as recommendations below. Aeration shall occur at eight and sixteen weeks following initial aeration.
   b. Provide fertilizer application two months after initial application.
   c. Provide another application broadleaf weed control at six to eight weeks after initial application.
   d. At the eight week and following the knife aeration above, provide another slit seed application.

Proposed Long-Term Maintenance Recommendations

The maintenance program needs to be increased in order to retain the fields at a proper level. With the amount of use, especially with community use, there needs to be several additional steps and procedures added to the maintenance regime.

Recommendations for the maintenance areas are as follows:

- Mowing: Mowing should occur two times a week to stimulate turf growth during growing season. Mowing height shall be no higher than two inches (2") for cool season grasses. Mowing during April through October shall occur to this level, and during the remaining four colder months (November thru March) the grass can be mowed once a week. This works out to 84 mowings a year. Grass shall not have more than 1/3 of the turf blade removed when mowing.

- Fertilize: Turf and landscape areas need to be on a fertilizing program throughout the year. Fertilizing should ideally occur 4-6 times a year, but not less than two times per year. The type of fertilizer can vary between a high nitrogen-based fertilizer to a more balanced fertilizer. This should be confirmed and adjusted by site-specific soil and grass tissue testing soon before the fertilization period.

- Another alternative to applying dry fertilizer is the practice of "fertigation". Dry fertilizer costs more due to the bulk of material and labor for distribution. Fertigation systems are physically connected to automatic irrigation systems and provide low amounts of fertilizer when the irrigation system is on. Liquid fertilizers are more concentrated so the amount of materials being purchased are considerably less. While there is an upfront investment in a liquid fertigation injection system, if a site's irrigation system needs to be replaced or reconstructed, it may be worth a consideration.

- Aeration: There are three types of aeration recommended: Knife, Deep Tine and Core.

    - Knife aeration should occur more frequently. It will not affect the surface and can be played on immediately. This device cuts narrow slits in the turf and soil up to 6" deep to increase air flow and reduce compaction. Ideally four knife aerations shall occur per year, but not less than two.

    - Solid deep tine provides a deeper penetration and fractures the soil further than the knife aeration. Tines can be as long as 8"-12". Play can resume one day after a deep tine pass. One deep tine aeration shall occur per year.

    - Core aeration pulls plugs from the soil. These plugs should be collected and recycled or pulverized and mixed with organic matter to use as topdressing. Core plugs should be set for 4"-6" deep. Core aeration should occur at least once a year. If more core aerations can occur, we would recommend this operation to occur twice a year (in the early spring and again in the early fall).

- Top Dressing: Following core aeration, turf areas should be top dressed with a mixture of compost and sand. Typical ratio for sand to compost is 70/30. The material will migrate into the core holes and provide more water percolation and nutrients for the grass. If Fall core aeration occurs, top dressing shall follow that exercise.

- Reseeding: Grass needs to be replenished. A slit seeder should be used to reseed the grass a minimum of ± 2". Grass being used on the fields is a Blue/Rye mix. Blue grass is the best grass for the climate and provides rhizomes for infill and growth. The Rye grass is a cover grass for the colder months when the Blue grass goes into dormancy. Reseeding shall occur in March with Blue grass and in the early fall with Rye grass.

- Weed Control: Selective broadleaf weed control shall occur based on fields conditions. If the turf is reseeded annually and is healthy, there should be less need for weed control. Contractors can provide this service.

- Field Review: Staff should frequently review fields for holes, unstable turf conditions, obstructions, etc. and address them accordingly.

Rodent Control

At schools that have signs of gophers, moles, voles, or ground squirrels (which is the case at Farallone View and Hatch), pest management/control is needed, and shall be monitored and maintained on a regular basis. If new holes and burrows are discovered at other sites, there should be an immediate call to the contractor for baiting and removal. Additional measures can be taken to prevent these rodents from creating burrows within the athletic fields including creating deeper hard edges at field perimeters or installation of a steel/wire mesh under the fields.

PUBLIC – PRIVATE PARTNERSHIPS

One option for the District to consider is to partner with outside entities (such as the Boys & Girls Club or local baseball, softball, or soccer leagues) for shared use of its outdoor play fields. There are various private organizations that may entertain such a relationship with the District.

This type of arrangement could mean the District would rent out or lease larger fields to outside entities that will have full use of the fields outside of school hours and activities. This outside entity could be directly responsible for the maintenance of the fields. Even though the field (or fields) will be under the care of someone else, the school could still get to use them during school hours.

USE / USER RECOMMENDATIONS

Besides the maintenance recommendations previously stated, monitoring and scheduling the level of use of the natural grass field areas by the District is very important. There are needs for all grass field areas to include periods of no use. Rules regarding the guidelines for preparation for use and the use of wet or saturated turf need to be established and enforced.

Periods of time need to be scheduled to relieve the turf from deterioration and to allow the turf areas to recover. Proposed recommendations include the following:

1. School use of the fields should alternate use areas on a daily basis.
2. After-school and community use should be considered when determining overall field use. As these are school sites, the priority needs to be for the physical education and well-being of each school's students.

Guidelines for the preparation of fields need to be established. This is particularly important for community user groups and setting up fields for game play. Proposed recommendations include the following:

1. No lines shall be permanently burned into fields. Use turf paint for striping or temporary spray chalk.
2. No permanent soccer goals shall be used. The intent is for soccer goals to be temporary and not be the embedded type. All soccer goals shall be installed temporarily utilizing a system of weights specifically designed by the manufacturer to safely weigh down the goals from tipping over.
3. Soccer goals shall be removed from the field area after use in accordance with the manufacturer's recommendations and locked down for proper security.
4. Fields shall be rotated to not occupy the same areas for more than two weeks in a row. This will assist in reducing the goal mouth syndrome where the grass in front of soccer goals wears out due to heavy use.
5. No stakes shall set into the ground for goals, tents, etc.
6. No structures or field improvements are allowed without District approval.
7. Trash shall be picked up by users after games and deposited in trash receptacles.
8. Users shall inspect and monitor the field prior to use to verify that there are no hazards or deleterious martials in the field area that would cause harm to players.
9. There should be no adjustments to the irrigation system except by authorized District personnel.

When the natural turf fields are wet and the soil is saturated, the fields should not be used under any circumstances. Harmful soil compaction occurs when fields are used when the soil is saturated, which reduces the pore space and ability for turf to grow. Recommendations include the following:

1. Fields can be shut down during winter months, particularly December through February, depending on the weather. This timeline shall be adjusted depending on the year-to-year weather. If the rainy season starts earlier or runs longer than in past years, field closures shall be adjusted to ensure that fields are not being played on during heavy soil saturation.
2. Fields should not be used 12-48 hours after it has rained more than ½ inch in a 24-hour period, based on preceding rain events and how the field is absorbing the rainfall.
3. Areas that are low, or where water is collected, may not be used for long periods. Use areas shall be setup on higher ground.
4. Vehicles should not be allowed on the fields. Weighted vehicles compact the grass and topsoil, which in turn reduces the ability for grass to grow. We recommend pathways be included for access around turf areas for maintenance. Maintenance equipment should have turf tires if they are going to drive onto the field.

END OF ASSESSMENT REPORT

Tournament TURF LABORATORIES, INC.

SERVING THE TURF INDUSTRY SINCE 1990

May 7, 2024

Mr. Devin Conway, PE
Verde Design
2455 The Alameda, Suite 200
Santa Clara, CA 95050

Dear Devin:

Enclosed are the soil analysis results for the samples from Cabrillo School District.

Soil Textural Classification: El Granada Elementary School Field

Class	% Sand	% Silt	% Clay	% Organic matter
Sandy Loam	73.8	16.2	10.0	4.6

COMMENTS Soil test results: Exchangeable potassium is very low in the field. Readily available or soluble calcium and potassium are very low while soluble magnesium is low in the field. The extractable soil phosphorus level is very high and soluble phosphorus is low in the field. Be judicious with additional phosphorus inputs to the field because high phosphorus will tie up essential nutrients (Ca, Mg, Fe, Mn, and Zn) so they will not be available to the turf in adequate quantities. High phosphorus will complex with the essential nutrients Ca, Mg, Fe, Mn, and Zn limiting the availability of these elements and phosphorus to the turf. Zinc and iron are high in the soil. Total nitrogen is low in the field.

Suggested Fertility Inputs for El Granada Elementary School Field
5/7/24

Nitrogen: Apply ½ pound per thousand sq. ft. per month if needed for routine maintenance. Potassium and calcium nitrate are suggested as nitrogen sources for some of the inputs for routine maintenance.

Calcium: Apply 20 pounds of Verde-Cal Enhanced Calcitic Limestone (37% Ca) or SOLU-CAL Enhanced Calcitic Lime (32% Ca) per thousand sq. ft. in conjunction with each aerification of the field.

Magnesium: None required at this time.

Potassium: Apply 2 pounds of potassium per thousand sq. ft. now to raise the soil potassium level, then apply ¼ pound per thousand sq. ft. per month to the field for routine maintenance.

Phosphorus: Apply 1/20 to 1/16 pound of P_2O_5 per thousand sq. ft. every 2 to 3 weeks when needed to promote root initiation and production on the turf.

Iron/Micronutrients: None required at this time.

David W. York, Ph.D. Turfgrass Consultant
405 Glade Mill Road • Valencia, PA 16059-3319 • Phone 724.898.2329
www.tournamentturf.com • email: dryork@tournamentturf.com

Soil Textural Classification: Hatch Elementary School Field

Sandy Loam

Class	% Sand	% Silt	% Clay	% Organic matter
Sandy Loam	52.5	30.0	17.5	7.5

COMMENTS Soil test results: Exchangeable and soluble potassium are very low in the field. Readily available or soluble calcium is low in the field. The extractable soil phosphorus level is high and soluble phosphorus is low in the field. Be judicious with additional phosphorus inputs to the field because high phosphorus will tie up essential nutrients (Ca, Mg, Fe, Mn, and Zn) so they will not be available to the turf in adequate quantities. High phosphorus will complex with the essential nutrients Ca, Mg, Fe, Mn, and Zn limiting the availability of these elements and phosphorus to the turf. Total nitrogen is low in the field.

Suggested Fertility Inputs for Hatch Elementary School Field
5/7/24

Nitrogen: Apply ½ pound per thousand sq. ft. per month if needed for routine maintenance. Potassium and calcium nitrate are suggested as nitrogen sources for some of the inputs for routine maintenance.

Calcium: Apply 20 pounds of Verde-Cal Enhanced Calcitic Limestone (37% Ca) or SOLU-CAL Enhanced Calcitic Lime (32% Ca) per thousand sq. ft. in conjunction with each aerification of the field.

Magnesium: None required at this time.

Potassium: Apply 2 pounds of potassium per thousand sq. ft. now to raise the soil potassium level, then apply ½ pound per thousand sq. ft. per month to the field for routine maintenance and to raise the soil potassium level.

Phosphorus: Apply 1/20 to 1/16 pound of P_2O_5 per thousand sq. ft. every 2 to 3 weeks when needed to promote root initiation and production on the turf.

Iron/Micronutrients: None required at this time.

Soil Textural Classification: Farallone View Elementary School Field

Class	% Sand	% Silt	% Clay	% Organic matter
Loam	42.6	37.4	20.0	11.0

COMMENTS Soil test results: The exchangeable and soluble calcium are low in the field. Exchangeable and soluble potassium are very low in the field. Soluble magnesium is slightly low in the field. Exchangeable and soluble sodium are slightly high in the field. The extractable and soluble soil phosphorus are low in the field. Be judicious with additional phosphorus inputs to the field because high phosphorus will tie up essential nutrients (Ca, Mg, Fe, Mn, and Zn) so they will not be available to the turf in adequate quantities. High phosphorus will complex with the essential nutrients Ca, Mg, Fe, Mn, and Zn limiting the availability of these elements and phosphorus to the turf. Zinc, manganese, and iron are high in the field. Total nitrogen is low in the field.

Suggested Fertility Inputs for Farallone View Elementary School Field
5/7/24

Nitrogen: Apply ½ pound per thousand sq. ft. per month if needed for routine maintenance. Potassium and calcium nitrate are suggested as nitrogen sources for some of the inputs for routine maintenance.

Calcium: Apply 20 pounds of Verde-Cal Enhanced Calcitic Limestone (37% Ca) or SOLU-CAL Enhanced Calcitic Lime (32% Ca) per thousand sq. ft. now and in conjunction with each aerification of the field.

Magnesium: None required at this time.

Potassium: Apply 2 pounds of potassium per thousand sq. ft. now to raise the soil potassium level, then apply ¼ pound per thousand sq. ft. per month to the field for routine maintenance and to raise the soil potassium level.

Phosphorus: Apply 1/20 to 1/16 pound of P_2O_5 per thousand sq. ft. every 2 to 3 weeks when needed to promote root initiation and production on the turf. Apply 1.5 pounds of P_2O_5 per thousand sq. ft. in conjunction with the next aerification to raise the soil phosphorus.

Iron/Micronutrients: None required at this time.

Soil Textural Classification: Half Moon Bay High School Softball Field

Class	% Sand	% Silt	% Clay	% Organic matter
Sandy Loam	55.2	32.4	12.4	7.9

COMMENTS Soil test results: The exchangeable and soluble calcium are very low in the field. Exchangeable and soluble potassium are slightly low and low respectively in the field. Exchangeable magnesium is high in the field. Soluble magnesium is slightly low in the field. The extractable soil phosphorus is low in the field while soluble phosphorus is adequate. Be judicious with additional phosphorus inputs to the field because high phosphorus will tie up essential nutrients (Ca, Mg, Fe, Mn, and Zn) so they will not be available to the turf in adequate quantities. High phosphorus will complex with the essential nutrients Ca, Mg, Fe, Mn, and Zn limiting the availability of these elements and phosphorus to the turf. Copper and manganese are low in the field. Zinc was extracted at an extremely high level (also extremely high when retested). Total nitrogen is slightly low in the field.

Suggested Fertility Inputs for Half Moon Bay High School Softball Field
5/7/24

Nitrogen: Apply ½ pound per thousand sq. ft. per month if needed for routine maintenance. Potassium and calcium nitrate are suggested as nitrogen sources for some of the inputs for routine maintenance.

Calcium: Apply 30 pounds of Verde-Cal Enhanced Calcitic Limestone (37% Ca) or SOLU-CAL Enhanced Calcitic Lime (32% Ca) per thousand sq. ft. now and in conjunction with each aerification of the field.

Magnesium: None required at this time.

Potassium: Apply 2 pounds of potassium per thousand sq. ft. now to raise the soil potassium level, then apply 1/8 pound per thousand sq. ft. per month to the field for routine maintenance and to maintain the soil potassium level.

Phosphorus: Apply 1/20 to 1/16 pound of P_2O_5 per thousand sq. ft. every 2 to 3 weeks when needed to promote root initiation and production on the turf. Apply 1.5 pounds of P_2O_5 per thousand sq. ft. in conjunction with the next aerification to raise the soil phosphorus.

Iron/Micronutrients: None required at this time.

If you have any questions concerning these results, do not hesitate to call me at (724) 898-2329.

Sincerely,

David W. York, Ph.D.
Tournament Turf Laboratories, Inc.

Email: dryork@tournamentturf.com
www.tournamentturf.com

Tournament Turf Laboratories, Inc.

Water Soluble Soil Nutrient Analysis And Balance Report

TTL10

Account # 91
Verde Design

Date: 05/06/24

Sample ID Hatch Elementary School

pH = 6.4

Total soluble salts, mmhos/cm 0.23

WATER SOLUBLE CATIONS

					% OF TOTAL SOLUBLE CATIONS
Calcium, Ca	Value found (ppm) =	63	(meq/l) =	3.2	44.7%
Magnesium, Mg	Value found (ppm) =	24	(meq/l) =	2.0	28.4%
Potassium, K	Value found (ppm) =	8	(meq/l) =	0.2	2.9%
Sodium, Na	Value found (ppm) =	30	(meq/l) =	1.3	18.5%
Ammonium-Nitrogen, NH_4 N	Value found (ppm) =	2.5	(meq/l) =	0.2	2.5%
Aluminum, Al	Value found (ppm) =	1.2	(meq/l) =	0.1	1.9%
Iron, Fe	Value found (ppm) =	0.8	(meq/l) =	<0.1	0.4%
Manganese, Mn	Value found (ppm) =	0.8	(meq/l) =	<0.1	0.6%

RATIOS: Ca:Na = 2.5 Ca:Mg = 1.6 Ca:K = 16.0 Mg:K = 10.0

WATER SOLUBLE ANIONS

					% OF TOTAL SOLUBLE ANIONS
Bicarbonate, HCO_3	Value found (ppm) =	210	(meq/l) =	3.4	68.1%
Sulfate, SO_4	Value found (ppm) =	9	(meq/l) =	0.6	11.1%
Chloride, Cl	Value found (ppm) =	31	(meq/l) =	0.9	17.3%
Nitrate-Nitrogen, NO_3-N	Value found (ppm) =	0.1	(meq/l) =	<0.1	0.1%
Phosphate-Phosphorus, PO_4-P	Value found (ppm) =	1.5	(meq/l) =	0.1	2.9%
Boron, B	Value found (ppm) =	0.1	(meq/l) =	<0.1	0.5%

Sodium Adsorption Ration, SAR 0.8
Electrical Conductivity, ECe mmho/cm 0.5

Tournament Turf Laboratories, Inc.

Water Soluble Soil Nutrient Analysis And Balance Report

TTL10

Account # 91
Verde Design

Date: 05/06/24

Sample ID Farallone View Elementary

pH = 6.2

Total soluble salts, mmhos/cm 0.26

WATER SOLUBLE CATIONS

					% OF TOTAL SOLUBLE CATIONS
Calcium, Ca	Value found (ppm) =	55	(meq/l) =	2.8	38.5%
Magnesium, Mg	Value found (ppm) =	15	(meq/l) =	1.3	17.6%
Potassium, K	Value found (ppm) =	10	(meq/l) =	0.3	3.6%
Sodium, Na	Value found (ppm) =	45	(meq/l) =	2.0	27.4%
Ammonium-Nitrogen, NH_4 N	Value found (ppm) =	5.7	(meq/l) =	0.4	5.7%
Aluminum, Al	Value found (ppm) =	3.0	(meq/l) =	0.3	4.7%
Iron, Fe	Value found (ppm) =	2.0	(meq/l) =	<0.1	1.0%
Manganese, Mn	Value found (ppm) =	2.1	(meq/l) =	0.1	1.6%

RATIOS: Ca:Na = 1.4 Ca:Mg = 2.2 Ca:K = 9.3 Mg:K = 4.3

WATER SOLUBLE ANIONS

					% OF TOTAL SOLUBLE ANIONS
Bicarbonate, HCO_3	Value found (ppm) =	140	(meq/l) =	2.3	44.7%
Sulfate, SO_4	Value found (ppm) =	13	(meq/l) =	0.8	15.8%
Chloride, Cl	Value found (ppm) =	66	(meq/l) =	1.9	36.2%
Nitrate-Nitrogen, NO_3-N	Value found (ppm) =	0.2	(meq/l) =	<0.1	0.3%
Phosphate-Phosphorus, PO_4-P	Value found (ppm) =	1.2	(meq/l) =	0.1	2.3%
Boron, B	Value found (ppm) =	0.1	(meq/l) =	<0.1	0.7%

Sodium Adsorption Ration, SAR 1.4
Electrical Conductivity, ECe mmho/cm 0.6

Tournament Turf Laboratories, Inc.

Water Soluble Soil Nutrient Analysis And Balance Report

TTL10

Account # 91
Verde Design

Date: 05/06/24

Sample ID El Granada Elementary School

pH = 6.6

Total soluble salts, mmhos/cm 0.19

WATER SOLUBLE CATIONS

					% OF TOTAL SOLUBLE CATIONS
Calcium, Ca	Value found (ppm) =	37	(meq/l) =	1.9	46.2%
Magnesium, Mg	Value found (ppm) =	9	(meq/l) =	0.8	19.2%
Potassium, K	Value found (ppm) =	9	(meq/l) =	0.2	5.8%
Sodium, Na	Value found (ppm) =	18	(meq/l) =	0.8	19.5%
Ammonium-Nitrogen, NH_4 N	Value found (ppm) =	2.1	(meq/l) =	0.2	3.7%
Aluminum, Al	Value found (ppm) =	1.4	(meq/l) =	0.2	3.9%
Iron, Fe	Value found (ppm) =	1.2	(meq/l) =	<0.1	1.1%
Manganese, Mn	Value found (ppm) =	0.4	(meq/l) =	<0.1	0.5%

RATIOS: Ca:Na = 2.4 Ca:Mg = 2.4 Ca:K = 9.5 Mg:K = 4.0

WATER SOLUBLE ANIONS

					% OF TOTAL SOLUBLE ANIONS
Bicarbonate, HCO_3	Value found (ppm) =	130	(meq/l) =	2.1	63.0%
Sulfate, SO_4	Value found (ppm) =	6	(meq/l) =	0.4	11.1%
Chloride, Cl	Value found (ppm) =	26	(meq/l) =	0.7	21.7%
Nitrate-Nitrogen, NO_3-N	Value found (ppm) =	0.1	(meq/l) =	<0.1	0.2%
Phosphate-Phosphorus, PO_4-P	Value found (ppm) =	1.1	(meq/l) =	0.1	3.2%
Boron, B	Value found (ppm) =	0.1	(meq/l) =	<0.1	0.8%

Sodium Adsorption Ration, SAR 0.7
Electrical Conductivity, ECe mmho/cm 0.3

Tournament Turf Laboratories, Inc.

Water Soluble Soil Nutrient Analysis And Balance Report

TTL10

Account # 91
Verde Design

Date: 05/06/24

Sample ID Half Moon Bay High School

pH = 6.0

Total soluble salts, mmhos/cm 0.24

WATER SOLUBLE CATIONS

					% OF TOTAL SOLUBLE CATIONS
Calcium, Ca	Value found (ppm) =	39	(meq/l) =	2.0	35.2%
Magnesium, Mg	Value found (ppm) =	20	(meq/l) =	1.6	29.3%
Potassium, K	Value found (ppm) =	22	(meq/l) =	0.6	10.2%
Sodium, Na	Value found (ppm) =	13	(meq/l) =	0.6	10.2%
Ammonium-Nitrogen, NH_4 N	Value found (ppm) =	7.0	(meq/l) =	0.5	9.0%
Aluminum, Al	Value found (ppm) =	2.4	(meq/l) =	0.3	4.8%
Iron, Fe	Value found (ppm) =	1.7	(meq/l) =	<0.1	1.1%
Manganese, Mn	Value found (ppm) =	0.2	(meq/l) =	<0.1	0.2%

RATIOS: Ca:Na = 3.3 Ca:Mg = 1.3 Ca:K = 3.3 Mg:K = 2.7

WATER SOLUBLE ANIONS

					% OF TOTAL SOLUBLE ANIONS
Bicarbonate, HCO_3	Value found (ppm) =	120	(meq/l) =	2.0	55.6%
Sulfate, SO_4	Value found (ppm) =	8	(meq/l) =	0.5	14.1%
Chloride, Cl	Value found (ppm) =	24	(meq/l) =	0.7	19.1%
Nitrate-Nitrogen, NO_3-N	Value found (ppm) =	1.7	(meq/l) =	0.1	3.4%
Phosphate-Phosphorus, PO_4-P	Value found (ppm) =	2.6	(meq/l) =	0.3	7.1%
Boron, B	Value found (ppm) =	<0.1	(meq/l) =	<0.1	0.5%

Sodium Adsorption Ration, SAR 0.4
Electrical Conductivity, ECe mmho/cm 0.4

Tournament Turf Laboratories, Inc.

Soil Analysis and Nutrient Balance Report

TTL10

Account # 91
Verde Design
Sample ID Hatch Elementary School Field

Date: 05/06/24

pH = 6.50 **CEC =** 19.64

Buffer pH = N/A **Organic Matter (%) =** 7.50

EXCHANGEABLE CATIONS		Value Desired	Value Found	Deficit	BASE SATURATION PERCENT	
Calcium, Ca	lbs/acre	5342	5166	176	65.76%	(65.00% to 70.00%)
Magnesium, Mg	lbs/acre	719	914	0	19.07%	(12.50% to 17.50%)
Potassium, K	lbs/acre	613	206	407	1.34%	(3.50% to 5.00%)
Sodium, Na	lbs/acre		128		1.42%	
Other Cations					4.90%	
Hydrogen					7.50%	

ANIONS		Value Desired	Value Found	Deficit
Phosphates as P_2O_5	lbs/acre	150.00	326.00	0
Sulfate, S	ppm	40.00	9.00	31

SOLUBLE SALTS	mmhos/cm	0.23

EXTRACTABLE MICRONUTRIENTS	Parts per million	TARGET VALUES
Boron, B	0.80	0.50 - 1.50
Copper, Cu	1.00	0.50 - 3.00
Zinc, Zn	5.60	3.00 - 15.00
Manganese, Mn	19.70	5.00 - 20.00
Iron, Fe	234.00	20.00 - 60.00

Tournament Turf Laboratories, Inc.

Soil Analysis and Nutrient Balance Report

TTL10

Account # 91 **Date:** 05/06/24

Verde Design

Sample ID Farallone View Elementary School Field

pH = 6.10 **CEC =** 13.15

Buffer pH = N/A **Organic Matter (%) =** 11.00

EXCHANGEABLE CATIONS		Value Desired	Value Found	Deficit	BASE SATURATION PERCENT	
Calcium, Ca	lbs/acre	3577	3314	263	63.00%	(65.00% to 70.00%)
Magnesium, Mg	lbs/acre	481	462	19	14.40%	(12.50% to 17.50%)
Potassium, K	lbs/acre	410	150	260	1.46%	(3.50% to 5.00%)
Sodium, Na	lbs/acre		140		2.31%	
Other Cations					5.30%	
Hydrogen					13.50%	

ANIONS		Value Desired	Value Found	Deficit
Phosphates as P_2O_5	lbs/acre	150.00	59.00	91
Sulfate, S	ppm	40.00	8.00	32

SOLUBLE SALTS mmhos/cm 0.26

EXTRACTABLE MICRONUTRIENTS	Parts per million	TARGET VALUES
Boron, B	0.70	0.50 - 1.50
Copper, Cu	2.10	0.50 - 3.00
Zinc, Zn	21.20	3.00 - 15.00
Manganese, Mn	24.00	5.00 - 20.00
Iron, Fe	206.00	20.00 - 60.00

Tournament Turf Laboratories, Inc.

Soil Analysis and Nutrient Balance Report

TTL10

Account # 91 **Date:** 05/06/24

Verde Design

Sample ID El Granada Elementary School Field

pH = 6.50 **CEC =** 12.45

Buffer pH = N/A **Organic Matter (%) =** 4.60

EXCHANGEABLE CATIONS		Value Desired	Value Found	Deficit	BASE SATURATION PERCENT	
Calcium, Ca	lbs/acre	3386	3394	0	68.15%	(65.00% to 70.00%)
Magnesium, Mg	lbs/acre	456	486	0	16.00%	(12.50% to 17.50%)
Potassium, K	lbs/acre	388	196	192	2.02%	(3.50% to 5.00%)
Sodium, Na	lbs/acre		80		1.40%	
Other Cations					4.90%	
Hydrogen					7.50%	

ANIONS		Value Desired	Value Found	Deficit
Phosphates as P_2O_5	lbs/acre	150.00	478.00	0
Sulfate, S	ppm	40.00	7.00	33

SOLUBLE SALTS mmhos/cm 0.19

EXTRACTABLE MICRONUTRIENTS	Parts per million	TARGET VALUES
Boron, B	0.50	0.50 - 1.50
Copper, Cu	1.70	0.50 - 3.00
Zinc, Zn	19.00	3.00 - 15.00
Manganese, Mn	9.60	5.00 - 20.00
Iron, Fe	155.00	20.00 - 60.00

Tournament Turf Laboratories, Inc.

Soil Analysis and Nutrient Balance Report

TTL10

Account # 91 **Date:** 05/06/24

Verde Design

Sample ID Half Moon Bay High School Softball Field

pH = 6.10 **CEC =** 14.57

Buffer pH = N/A **Organic Matter (%) =** 7.90

EXCHANGEABLE CATIONS		Value Desired	Value Found	Deficit	BASE SATURATION PERCENT	
Calcium, Ca	lbs/acre	3963	3198	765	54.87%	(65.00% to 70.00%)
Magnesium, Mg	lbs/acre	533	790	0	22.22%	(12.50% to 17.50%)
Potassium, K	lbs/acre	455	364	91	3.20%	(3.50% to 5.00%)
Sodium, Na	lbs/acre		62		0.93%	
Other Cations					5.30%	
Hydrogen					13.50%	

ANIONS		Value Desired	Value Found	Deficit
Phosphates as P_2O_5	lbs/acre	150.00	78.00	72
Sulfate, S	ppm	40.00	7.00	33

SOLUBLE SALTS	mmhos/cm	0.24

EXTRACTABLE MICRONUTRIENTS	Parts per million	TARGET VALUES
Boron, B	0.60	0.50 - 1.50
Copper, Cu	0.40	0.50 - 3.00
Zinc, Zn	260.00	3.00 - 15.00
Manganese, Mn	3.60	5.00 - 20.00
Iron, Fe	140.00	20.00 - 60.00

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
Amber Lee-Alva

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Carmen Daniel
Kimberly Hines
Sophia Layne

MEMORANDUM

MEETING DATE: June 13, 2024
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 Chief Business Officer Contract

BACKGROUND INFORMATION

CUSD senior management includes the position of Chief Business Officer. Following recruiting efforts made on the part of the Director of Personnel and Pupil Services, Jennifer Marsh was selected for the position, effective June 14, 2024.

Ms. Marsh brings more than 18 years of experience in business services. She began her tenure with Cabrillo Unified in 2006. She has progressed over time to be recognized for her work and to be promoted to new roles and responsibilities, including Account Technician I, Account Technician II, Fiscal Coordinator, Fiscal Director, Interim Chief Business Officer, and now Chief Business Officer.

REPORT/PROPOSAL

Enclosed is the contract for the above-referenced position. This contract now provides for two years of service to the District and stipulates the conditions and expectations of employment as CUSD's Chief Business Officer.

FINANCIAL IMPACT

Financial impact is included in the budget.

RECOMMENDATION

Staff recommend approval of the Chief Business Officer contract.

CABRILLO UNIFIED SCHOOL DISTRICT

EMPLOYMENT AGREEMENT FOR

CHIEF BUSINESS OFFICIAL

THIS AGREEMENT is entered into this day of June 13, 2024, by and between the Board of Trustees of the Cabrillo Unified School District, hereinafter referred to as the "Board" or "District", and Jennifer Marsh, hereinafter referred to as the "Chief Business Official."

IT IS HEREBY AGREED BY THE PARTIES AS FOLLOWS:

1. **Term:** The Board hereby agrees to employ the Chief Business Official for a two-year term beginning June 13, 2024 and ending June 30, 2026, unless terminated earlier or extended as provided by the terms of this Agreement or as required by law. Upon a satisfactory annual performance evaluation, the Agreement shall be extended by one year. At that time, the Agreement will appear on the Board Agenda under consent with a new end date and the amount of salary as determined by the salary provision. These will be considered amendments to this Agreement and will not be constituted as new contracts or agreements.

2. **Duties:** The Chief Business Official shall perform at the highest professional level of competence those duties delineated by the position description; related duties that support curriculum development and the instructional program; categorical programs; and other duties and responsibilities as assigned by the Superintendent. Responsibilities include personnel evaluation, planning, budgeting and managing The Chief Business Official will maintain a professional relationship with the Governing Board, the Superintendent, Administrators, Classified Staff, Parents, Teachers, Students, and the Community.

   Prior to the beginning of each school year, the Superintendent and the Chief Business Official shall mutually set goals for the year. Goals may be adjusted by mutual consent during the school year. Performance related to these goals will be part of the Chief Business Officials annual evaluation.

3. **Compensation:** The District shall pay the Chief Business Official an annual base salary in the amount of One Hundred Fifty-nine thousand and three hundred and forty eight for a 260- day work calendar. The Chief Business Officials annual base salary shall be adjusted, at a minimum, in the same manner as other management team employees on contract. In the event that such an adjustment results in an increase or decrease in the length of the work year, or in the event of a mid-year start date, the annual base salary shall be adjusted accordingly. The annual salary shall be payable on the last day of each month in installments of one twelfth (1/12) of the annual salary rate for services rendered during the preceding month.

   Beginning June 14, 2024, the Chief Business Official shall receive an annual salary of One Hundred Fifty-Nine Thousand and Three Hundred and Forty Eight dollars, ($159,348) payable in twelve equal monthly installments. The Chief Business Officials annual base salary shall be

adjusted, at a minimum, in the same manner as other management team employees on contract. In the event that such an adjustment results in an increase or decrease in the length of the work year, or in the event of a mid-year start date, the annual base salary shall be adjusted accordingly. The annual salary shall be payable on the last day of each month in installments of one twelfth (1/12) of the annual salary rate for services rendered during the preceding month.

4. **Vacation/Work Year/Holidays**
   The Chief Business Official shall be required to render twelve (12) months of full and regular service to the District during each school year, prorated for less than a complete year of service, covered by this Agreement, except that she shall be entitled to twenty-two (22) days annual vacation, with pay, exclusive of holidays defined in Education Code Sections 37220 and 37221. The number of days carried from one school year into an ensuing year may be up to five (5) in number. In the event of termination of this Agreement, the Chief Business Official shall be entitled to compensation for unused vacation of not more than twenty (20) days at her current rate of base pay. No later than July 15 of each year, the Chief Business Official shall submit her proposed work year calendar, outlining planned vacations, to the Superintendent for approval. Subsequent modifications to the calendar are subject to mutual agreement of the Chief Business Official and the Superintendent.

5. **Fringe Benefits:**

   a. **Health Insurance Benefits:** In accordance with the Cabrillo Classified Schools Association Contract Bargaining Agreement Article VIII, the District shall continue to offer 100% of the full family insurance premium for Kaiser medical/ hospital/surgical/prescription drug coverage. Dental and vision care are provided.

   b. **Retirement Benefits:** Retirement benefits will be provided:

      PERS – Under the same terms as the current District contract with CSEA

   c. **Sick Leave:** The Chief Business Official shall accrue sick leave at the rate of twelve (12) days per Agreement year. In accordance with California Education Code, sick leave shall be transferred upon the request of the Chief Business Official leaving the District.

   d. **Additional Leave:** The Chief Business Official shall be entitled to all other paid, non-discretionary leaves of absence authorized by the Education Code.

6. **Work-Related Expenses**: The District shall reimburse the Chief Business Official for all actual and necessary expenses incurred within the scope of employment, providing such expenses are pre-approved by the Superintendent. Reimbursement shall be in accordance with Board policy and the District's budget. Expenses not budgeted for may be the responsibility of the Chief Business Official.

a. Coaching/Mentoring. For the first two years of this Agreement, the District shall pay up to four thousand ($4,000) annually for professional coaching or mentoring of the new Chief Business Officer.

7. **Professional Growth:** The District encourages the continuing professional growth of the Chief Business Official through activities approved in advance by the Superintendent. The Chief Business Official shall endeavor to maintain and improve her professional competence by all available means, including subscription to and reading of appropriate periodicals, maintenance of membership in appropriate professional organizations, and attendance at professional meetings at the local, state, and national level, with Board approval. The District shall pay for the Chief Business Officials dues to join the California Association of School Business Officials ("CASBO"). The Chief Business Official may approach the Superintendent regarding any other professional organizations that she wishes to join. The Chief Business Official will promptly submit receipts related to all such activities delineated in this section.

8. **Evaluation:** The Superintendent shall evaluate the performance of the Chief Business Official in writing and on an annual basis. The evaluation shall be based on objective information related to assigned job duties. If the evaluation is partially or wholly unsatisfactory in any respect, the written report shall describe such unsatisfactory performance in reasonable detail. The evaluation shall include recommendations for improvement of all instances that were deemed unsatisfactory.

9. **Termination of Employment:** This Agreement may be terminated prior to the expiration of the contract term as follows:

   a. **Resignation:** The Chief Business Official shall notify the Board in writing a minimum of sixty (60) days prior to accepting other employment or resigning from the District. She shall also notify the Board in writing within two (2) days of her becoming aware that she has been selected as a finalist for a full-time position with another public or private employer.

   b. **Mutual Consent:** This Agreement may be terminated at any time by mutual consent of the Board and the Chief Business Official.

   c. **Termination for Cause:** The Board may terminate this Agreement for cause. Cause is defined as conduct which is seriously prejudicial to the District, including, but not limited to: (1) unprofessional conduct; (2) unsatisfactory performance; (3) neglect of duty; (4) breach of this Agreement. Should the Board elect to terminate this Agreement prior to its expiration, the Board shall notify the Chief Business Official in writing with a detailed statement of charges. The Chief Business Official will be afforded an opportunity for a hearing, which shall include the right to be represented by counsel and the right to call witnesses. Such hearing shall be conducted before the Board in closed session. If the Board, after considering all evidence presented, decides to terminate this

Agreement, it shall provide the Chief Business Official with a written decision. The decision of the Board shall be final.

d. **Dismissal Without Cause:** The Board may dismiss the Chief Business Official during the school year without cause upon giving them 30 days written notice. If the Board exercises this option, it will compensate the Chief Business Official her regular salary for the remainder of the school year during which she was dismissed. Said payments are to be made monthly and will cease on the occasion of her commencing comparable employment if such employment commences before such payments would otherwise be completed.

10. General Provisions

a. **Governing Law and Venue:** This Agreement, and the rights and obligations of the parties, shall be governed by and construed in accordance with the laws of the State of California. The Parties also agree that in the event of litigation, venue shall be the proper federal and state court located in San Mateo County, California.

b. **Entire Agreement:** This agreement contains the entire agreement and understanding between the parties. There are no oral understandings, terms, or conditions, and neither party has relied upon any representation, express or implied, not contained in this Agreement.

c. **No Assignment:** Chief Business Official may not assign or transfer any rights granted or obligations assumed under this Agreement.

d. **Severability:** If any provision of this Agreement is held to be invalid or unenforceable by a court of competent jurisdiction, the remaining provisions of the Agreement shall continue in full force and effect.

IN WITNESS WHEREOF, the parties hereto, or their duly authorized representative, affix their hands:

CABRILLO UNIFIED SCHOOL DISTRICT: Date

_____ _____

Kimberly Hines, President, Board of Trustees

CHIEF BUSINESS OFFICIAL Dated:

_____ 6/7/24

Jennifer Marsh

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
Amber Lee-Alva

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Carmen Daniel
Kimberly Hines
Sophia Layne

MEMORANDUM

MEETING DATE: June 13, 2024
TO: Members of the Governing Board
FROM: Amber Lee-Alva, Superintendent
CATEGORY: Action
ITEM TITLE: Consideration of a Resolution to Place a General Obligation Bond Measure on the November 5, 2024 Ballot

BACKGROUND INFORMATION

On April 11, 2024, the Governing Board was presented with a draft Resolution to place a general obligation bond measure on the November ballot for review. After review of and feedback to the draft Resolution, staff have been working with CUSD's consultant team to finalize the new general obligation bond measure for the November 5, 2024 ballot. Approval of the bond measure by voters would provide Cabrillo Unified School District with $153.4 million of locally controlled funds with which to undertake additional facilities projects to further upgrade and modernize our classrooms and school campuses.

REPORT/PROPOSAL

Approval of this Resolution by a 2/3rds vote of the Board is necessary to call an election to consider a bond measure and constitutes a request to San Mateo County Elections to consolidate the District's bond measure with the County-wide general election occurring on November 5, 2024. The election order must be filed with the County by August 9, 2024.

FISCAL ANALYSIS

The general fund will pay the cost of the County of San Mateo conducting the election on the District's behalf, but no district resources will be used during the election.

RECOMMENDATION

It is recommended that the Board approve Resolution Calling for an Election Authorizing the Issuance of General Obligation Bonds of the District at an Election to be held on November 5, 2024.

CABRILLO UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 09-2024

RESOLUTION OF THE BOARD OF EDUCATION OF THE CABRILLO UNIFIED SCHOOL DISTRICT ORDERING A SCHOOL BOND ELECTION ON NOVEMBER 5, 2024 AND AUTHORIZING NECESSARY ACTIONS IN CONNECTION THEREWITH

WHEREAS, the Board of Education ("Board") of the Cabrillo Unified School District ("District"), San Mateo County, California is authorized to order elections within the District and to designate the specifications thereof, pursuant to Sections 5304 and 5322 of the California Education Code ("Education Code"); and

WHEREAS, Cabrillo Unified School District has provided quality education to students in the Coastside community for over 50 years and our elementary schools, intermediate school and high schools ensure graduates are prepared for their futures; and

WHEREAS, great local schools keep property values high and our community strong; and

WHEREAS, some of our schools have been updated, but others are nearly 50 years old and badly in need of improvements; and

WHEREAS, this bond measure will benefit local schools and no funds can be taken away by the State or other school districts, and by law, no money can be used for administrator salaries or pensions; and

WHEREAS, this bond measure requires strict fiscal accountability protections including mandatory annual audits and an independent citizens' oversight committee comprised of local residents to ensure funds are managed and spent properly; and

WHEREAS, the Board is specifically authorized to order elections for the purpose of submitting to the electors the question of whether bonds of the District shall be issued and sold for the purpose of raising money for the purposes hereinafter specified, pursuant to Section 15100 *et seq.* of the Education Code; and

WHEREAS, pursuant to section 18 of Article XVI and section 1 of Article XIII A of the California Constitution (also known as "Proposition 39"), and Section 15266 of the Education Code, school districts may seek approval of general obligation bonds and levy an *ad valorem* tax to repay those bonds upon a fifty-five percent (55%) vote of those voting on a proposition for that purpose, provided certain accountability measures are included in the proposition; and

WHEREAS, the Board deems it necessary and advisable to submit such a bond proposition to the electors to be approved by fifty-five percent (55%) of the votes cast; and

WHEREAS, such a bond election must be conducted concurrent with a statewide primary election, general election or special election, or at a regularly scheduled local election, as required by Section 15266 of the Education Code, and on November 5, 2024, a general election is scheduled to occur throughout the District; and

WHEREAS, pursuant to Section 15270 of the Education Code, if the measure is approved by the voters, bonds may only be issued if the tax rate levied to meet the debt service requirements would not exceed sixty dollars ($60) per year per one hundred thousand dollars ($100,000) of taxable property when assessed valuation is projected by the District to increase in accordance with Article XIIIA of the California Constitution; and

WHEREAS, the estimated tax rates, duration of tax collection, and total estimated amount of debt service, is described in the Tax Rate Statement contained in **Exhibit C** hereto; and

WHEREAS, Section 9400 *et seq.* of the California Elections Code requires that a tax rate statement be contained in all official materials, including any ballot pamphlet prepared, sponsored or distributed by the District, relating to the election; and

WHEREAS, in the judgment of the Board, it is advisable to request that the San Mateo County Registrar of Voters ("County Registrar") act as the election official and call an election and submit to the registered voters of the District the full ballot proposition as detailed herein, in coordination with each other as necessary; and

WHEREAS, the Board now desires to authorize the filing of a ballot argument in favor of the proposition to be submitted to the voters at the election.

NOW, THEREFORE, be it resolved, determined and ordered by the Board of Education of the Cabrillo Unified School District as follows:

Section 1. Specifications of Election Order. Pursuant to Sections 5304, 5322, 15100 *et seq.*, and Section 15266 of the Education Code, an election shall be held within the District on November 5, 2024, for the purpose of submitting to the registered voters of the District the full ballot proposition contained in **Exhibit B** ("Full Ballot Text"), which Full Ballot Text is hereby approved. The County Registrar shall provide for the performance of its duties in accordance with Education Code section 5303 and in accordance with any and all other laws and regulations applicable to such elections.

Section 2. Abbreviation of Proposition/Ballot Label. Pursuant to Sections 13119 and 13247 of the California Elections Code and Section 15122 of the Education Code, the Board hereby directs the County Registrar to use the abbreviation of the Full Ballot Text ("Ballot Label") that is attached hereto as **Exhibit A**. The Ballot Label shall function merely as an abbreviation of the Full Ballot Text and does not stand alone as a complete and binding statement of the measure, nor is it possible for the Ballot Label to contain all of the project and financial information a voter might wish to consider in casting a vote. Voters are urged to review the Full Ballot Text and the Tax Rate Statement to obtain a complete understanding of the measure, including all of the financial projections and estimates upon which the measure is based.

Section 3. Voter Pamphlet. The County Registrar is hereby requested to reprint the Full Ballot Text in its entirety in the voter information pamphlet to be distributed to voters pursuant to Section 13307 of the Elections Code. In the event the Full Ballot Text is not reprinted in the voter information pamphlet in its entirety, the County Registrar is hereby requested to print, immediately below the impartial analysis of the bond proposition, in no less than 10-point boldface type, a legend substantially as follows:

> "The above statement is an impartial analysis of Measure ____. If you desire a copy of the measure, please call the San Mateo

County Registrar of Voters at _____ and a copy will be mailed at no cost to you."

Section 4. Accountability Measures. Pursuant to legal requirements, and as specified in the Full Ballot Text, the Board certifies that the District:

(a) Has evaluated the facilities needs of the District and has evaluated safety, class size reduction and information technology needs in developing the Bond Project List contained in the Full Ballot Text;

(b) Will establish an independent Citizens' Bond Oversight Committee to ensure that bond proceeds are expended only for the school facilities projects described in the Bond Project List, in accordance with Education Code section 15278 et seq.;

(c) Will conduct or cause to be conducted an annual, independent performance audit to ensure that the bond proceeds have been expended only on the school facilities projects described in the Bond Project List;

(d) Will conduct or cause to be conducted an annual independent financial audit of the bond proceeds until all of those proceeds have been spent for the school facilities projects described in the Bond Project List; and

(e) Shall take all actions to establish an account in which proceeds of the sale of the bonds will be deposited, and to cause a report to be filed with the Board no later than each January 1 identifying proceeds received and expended in the past fiscal year and the status of any project funded or to be funded with bond proceeds. The first report shall be due no later than January 1 of the first year after which bonds have been issued and proceeds spent.

Section 5. Required Vote. Pursuant to Section 18 of Article XVI and Section 1 of Article XIII A of the State Constitution, the above proposition shall become effective upon the affirmative vote of at least fifty-five percent (55%) of those voters voting on the proposition.

Section 6. Request to County Officers to Conduct Election; Cost of Election. The County Registrar is hereby requested, pursuant to section 5322 of the California Education Code, to take all steps to call and hold the election in accordance with law and these specifications. The District will reimburse the Registrar and the County for costs associated with the election as required by law.

Section 7. Consolidation of Election and Canvass of Vote.

(a) Pursuant to Section 15266(a) of the Education Code, the election shall be consolidated with the election on November 5, 2024.

(b) The Board of Supervisors of San Mateo County is authorized and requested to canvass the returns of the election, as necessary, pursuant to Section 10411 of the California Elections Code.

Section 8. Delivery of Order of Election to County Officers. The Clerk of the Board is hereby directed to deliver or cause to be delivered, no later than **August 9, 2024**, (which date is 88 days prior to the date set for the election), one copy of this Resolution to the County Registrar with the completed Tax Rate Statement (in substantially the form attached hereto

as **Exhibit C**), completed and signed by the Superintendent or his designee, and shall file a copy of this Resolution with the Clerk of the Board of Supervisors of San Mateo County.

Section 9. Ballot Arguments. The members of the Board are hereby authorized to prepare and file with the County Registrar a ballot argument in favor of the proposition contained in Section 1 hereof, within the time established by the County Registrar.

Section 10. Intention to Reimburse. The District may incur costs associated with bond-funded projects described in **Exhibit B** hereto prior to the issuance of bonds. For purposes of establishing compliance with the requirements of Section 1.150-2 of the regulations of the U.S. Treasury Department, the Board hereby declares its official intent to use proceeds of the bond to reimburse itself for lawful expenditures on capital projects described on the Bond Project List, up to a maximum principal amount of $15,000,000.

Section 11. Further Authorization. The members of this Board, the Superintendent, and all other officers of the District are hereby authorized and directed, individually and collectively, to do any and all things that they deem necessary or advisable in order to effectuate the purposes of this Resolution, including modification of the Full Ballot Text, the ballot measure summary or Tax Rate Statement if he or she determines such modifications are necessary and in the District's best interests. Any such modifications shall be ratified thereafter by the Board.

Section 12. Effective Date. This Resolution shall take effect upon its adoption.

PASSED AND ADOPTED this 13th day, June, 2024, by the following vote:

AYES:

NAYS:

ABSTAIN:

ABSENT:

APPROVED:

_____

President of the Board of Education of the Cabrillo Unified School District

Attest:

_____

Clerk of the Board of Education of the Cabrillo Unified School District

EXHIBIT A

BALLOT LABEL

With funds the State cannot take and spend elsewhere, shall Cabrillo Unified School District's measure to improve classrooms and ensure disability access at Hatch Elementary, El Granada Elementary, Farallone View Elementary, Kings Mountain Elementary, Cunha Intermediate and Half Moon Bay High and increase competitiveness in attracting/ retaining employees by constructing teacher /staff housing be adopted, authorizing $153.4 million of bonds with average levies below $55 per $100,000 of assessed valuation (raising $8,700,000 annually while outstanding), legal rates, citizen oversight, State matching funds eligibility, audits, and public disclosure of spending?

Bonds – Yes _____ Bonds – No _____

EXHIBIT B

CABRILLO UNIFIED SCHOOL DISTRICT BOND PROPOSITION
FULL BALLOT TEXT

By approval of this measure by at least fifty-five percent (55%) of the registered voters voting thereon, the Cabrillo Unified School District shall be authorized to issue and sell bonds of up to $153.4 million in aggregate principal amount to provide financing for the specific school facilities projects listed below in the Bond Project List, subject to all of the accountability safeguards specified herein.

KEY FINDINGS

- The Cabrillo Unified School District is committed to continuing to provide a strong, high-quality education for all students in all its local elementary, intermediate and high schools; and

- Some Coastside schools have been updated, but others are nearly 50 years old and badly in need of improvements; and

- This bond measure will benefit local schools and no funds can be taken away by the State or other school districts, and by law, no money can be used for administrator salaries or pensions; and

- This bond measure requires strict fiscal accountability protections including mandatory annual audits and an independent citizens' oversight committee comprised of local residents to ensure funds are managed and spent properly.

ACCOUNTABILITY MEASURES

The provisions in this section are included in this proposition in order that the voters and taxpayers of the District may be assured that their money will be spent to address specific facilities needs of the District, all in compliance with the requirements of Article XIII A, section 1(b)(3) of the State Constitution, and the Strict Accountability in Local School Construction Bonds Act of 2000 (codified at Section 15264 *et seq.* of the California Education Code).

Evaluation of Needs. The Board of Education has evaluated the facilities needs of the District, and has identified projects to finance from a local bond measure at this time. The Board of Education hereby certifies that it has evaluated safety, class size reduction and information technology needs in developing the Bond Project List.

Independent Citizens' Oversight Committee. The Board of Education shall establish an independent Citizens' Oversight Committee in accordance with Education Code sections 15278-15282 and applicable Board policy, to ensure bond proceeds are expended only for the school facilities projects listed in the Bond Project List. An existing Citizens' Oversight Committee may be empowered by the Board of Education to oversee the expenditure of bond proceeds from this measure. The committee shall be so empowered, or a new committee established, within sixty (60) days of the date when the Board of Education enters the results of the election in its official minutes.

Annual Performance Audit. The Board of Education shall conduct or cause to be conducted an annual, independent performance audit to ensure that the bond proceeds have been expended only on the school facilities projects described in the Bond Project List.

Annual Financial Audit. The Board of Education shall conduct or cause to be conducted an annual, independent financial audit of the bond proceeds until all of those proceeds have been spent for the school facilities projects described in the Bond Project List.

Annual Report to Board. Upon approval of this measure and the sale of any bonds approved, the Board of Education shall take actions necessary to establish an account in which proceeds of the sale of bonds will be deposited. As long as any proceeds of the bonds remain unexpended, the Superintendent shall cause a report to be filed with the Board of Education no later than January 1 of each year, commencing on the first January 1 after bonds have been issued and proceeds spent, stating (1) the amount of bond proceeds received and expended in the past fiscal year, and (2) the status of any project funded or to be funded from bond proceeds. The report may be incorporated into the annual budget, annual financial report, or other appropriate routine report to the Board.

BOND PROJECT LIST

Scope of Projects. Bond proceeds will be expended on the construction, modernization, reconstruction, rehabilitation, replacement, equipping, furnishing or otherwise improvement of school facilities of the Cabrillo Unified School District. Additionally, funds may be utilized for the acquisition or lease of real property for school facilities, and not for any other purpose, including teacher and administrator salaries or other school operating expenses, in compliance with California Constitution Article XIIIA, Section 1(b)(3). This measure authorizes bond projects to be undertaken at all current and future District sites.

School Facility Project List. The items presented on the following list provide are the types of projects authorized to be financed with voter-approved bond proceeds. Examples included on this list are not intended to limit the broader types of projects described and authorized by this measure. The types of projects authorized are:

- Construct, renovate, modernize, and equip transitional kindergarten and preschool classrooms, restrooms, learning spaces and play areas
- Design, acquire, and construct rental housing units for teachers and staff including all related amenities and facilities
- Construct, renovate, and improve school facilities for after-school programs and preschool
- Renovate, expand, and modernize classroom, workroom, office, and conference room spaces for libraries, mental health, wellness, counseling, and nursing
- Provide adequate furniture and equipment for all classrooms
- Renovate, repair, replace, construct, maintain and/or install playfields, playgrounds, play surfaces, tracks, gymnasiums, multipurpose rooms, other physical education and athletic facilities, locker rooms and all related improvements and equipment
- Improve energy efficiency and sustainability including installation of energy efficient lighting and systems, solar panels, and battery storage to support onsite energy production, and electric vehicle charging stations

- Update schools to improve student safety and security including installing additional fencing and gates, pedestrian access, walkways, lighting, intercom and emergency communications systems, bell systems, fire and life safety systems, reconfiguring entrances and drop-off/pickup locations, point of entry access, upgrading door locks, and security systems
- Construct, modernize, expand, retrofit central kitchen, cafeteria, serving lines, and other food service facilities
- Modernize, upgrade, renovate existing classrooms and construct new classrooms
- Repair, modernize outdated portable classrooms or replace with permanent modern facilities
- Upgrade, install, expand district-wide technology projects including computers, tablets, peripheral hardware, classroom technology tools, data backup systems, remote learning software, internet, wi-fi, network connections and hardware
- Repair or replace deteriorating asphalt, concrete, sidewalks, parking lots, driveways and walkways
- Replace, repair, modernize deteriorating roofs, leaking pipes, outdated plumbing, sewer and gas lines, waterlines, storm drains and valves, heating, cooling, ventilation systems, and electrical systems
- Renovate and modernize classrooms and school facilities including flooring, windows, window coverings, doors, lighting, interior and exterior finishes, and paint
- Renovate, repair, and upgrade restrooms and drinking fountains including installing water filtration systems
- Develop, construct, install, and improve outdoor areas including playgrounds, outdoor learning and meeting areas, hardscaping, landscaping, irrigation improvements, and building/installing shade structures and seating
- Make health and safety improvements, such as installing necessary seismic reinforcements, repairing termite damage, and repairing and/or replacing aging building materials including removal of hazardous materials identified either prior to or during construction
- Federal and State-mandated Americans with Disabilities Act (ADA) accessibility upgrades district-wide including site access, walkways, parking, staff and student restrooms, relocation of some existing electrical devices, drinking fountains, playground equipment, and classrooms

Furnishing and Equipping; Incidental Expenses. Each of the bond projects described in this Bond Project List include the costs of furnishing and equipping such facilities, and all costs which are incidental but directly related to the types of projects described above.

Examples of incidental costs include, but are not limited to: costs of design, engineering, architect, legal and other professional services, facilities assessments, labor and material costs, sewer capacity improvements, inspections, site preparation, utilities, landscaping, construction management by third parties, general contractors and/or District personnel, and other planning and permitting, environmental review, rezoning and municipal license fees if any, legal, accounting and similar costs; independent annual financial and performance audits; a customary construction contingency; demolition and disposal of existing structures; the costs of interim housing and storage during construction including relocation and construction costs incurred relating to interim facilities; rental or construction of storage facilities and other space on an interim basis for materials and other equipment and

furnishings displaced during construction; costs of relocating facilities and equipment as needed in connection with the projects; interim classrooms and facilities for students, administrators, and school functions, including modular facilities; all federal, state and locally-mandated safety upgrades; the costs of new or expanded infrastructure; the cost of providing parking and other facilities to accommodate new or expanded facilities; addressing any unforeseen conditions revealed by construction/modernization and other necessary improvements required to comply with existing building codes, including the Field Act; complying with all access requirements of the Americans with Disabilities Act and similar laws and regulations; costs of the election; project construction oversight, management and administration during the duration of such projects, including by District personnel, and bond issuance costs.

Alternations to Scope; New Construction. The scope and nature of any of the specific projects described above may be altered by the District as required by conditions that may arise during the course of design and construction. In the event that a modernization or renovation project is more economical for or otherwise determined by the Board to be in the best interests of the District to be undertaken as new construction, this bond measure authorizes said new construction including land acquisition, relocation and construction at a new or alternative site, and/or demolition and reconstruction and/or repurposing on the original site, including an expanded site, and all costs relating thereto. In addition, this measure authorizes the acquisition of real property, including necessary rights of ways or other real property interests, required to expand District facilities, to provide access to school or other District facilities, or to provide additional school or related facilities.

Interim Financing Included; Joint Use Projects Authorized. In addition, authorized projects include reimbursements for paid project costs and paying and/or prepaying interim or previously obtained financing for the types of projects included on the project list, such as bond anticipation notes or lease financings including certificates of participation relating to facilities projects and/or equipment previously financed. Finally, projects on this list may be undertaken and used as joint use projects with other public agencies.

Unforeseen Circumstances. Many factors which the District cannot predict or control may impact its ability to address each of the projects, including but not limited to construction cost issues, supply chain issues which can cause project delays, labor shortages, and unknown environmental factors or site conditions, among others. The District is unable to anticipate all unforeseen circumstances which may prevent some of the projects listed above from being undertaken or completed. Approval of the District's bond measure does not guarantee that all of the identified projects within the Bond Project List will be funded beyond what can be completed with funds generated by this bond measure.

Project List Not in Order of Priority; Board Determines Prioritization. The order in which projects are listed in the foregoing Bond Project List does not suggest an order of priority. Project prioritization is vested in and will be determined by the District Board.

Interpretation. The terms of this Bond Measure and the words used in the Bond Project List shall be interpreted broadly to effect the purpose of providing broad and clear authority for the officers and employees of the District to provide for the school facilities projects the District proposes to finance with the proceeds of the sale of bonds authorized by this proposition within the authority provided by law, including Article XIIIA, Section 1(b)(3) of the California Constitution, Education Code Section 15000 *et seq.* and the Strict Accountability in Local School Construction Bonds Act of 2000. Words used in the Project List such as repair, improve, upgrade, expand, modernize, renovate, and reconfigure are used to describe school facilities projects in plain English but are not intended to expand the nature of such projects beyond what is authorized by law. As such, in accordance with legal requirements, the Bond

Project List does not authorize, and shall not be interpreted to authorize, expending proceeds of the sale of bonds authorized by this proposition for current maintenance, operation or repairs.

Severability. The District Board hereby declares, and the voters by approving this Bond Measure concur, that every section and part of this bond proposition has independent value, and the District Board and the voters would have adopted each provision hereof regardless of every other provision hereof. Upon approval of this measure by the voters, should any part be found by a court of competent jurisdiction to be invalid for any reason, all remaining parts hereof shall remain in full force and effect to the fullest extent allowed by law, and to this end the provisions of this bond measure are severable.

ADDITIONAL SPECIFICATIONS

No Administrator Salaries. Proceeds from the sale of Bonds authorized by this proposition shall be used only for the construction, reconstruction, rehabilitation or replacement of school facilities on the Bond Project List, including the furnishing and equipping of said school facilities, or the acquisition or lease of real property for said school facilities, and not for any other purpose, including teacher and administrator salaries and other school operating expenses.

Single Purpose. All of the purposes enumerated in this proposition shall be united and voted upon as one single proposition, pursuant to Section 15100 of the California Education Code, and all the enumerated purposes shall constitute the specific single purpose of the bonds and proceeds of the bonds shall be spent only for such purpose.

Other Terms of the Bonds. The bonds may be issued and sold in several series, and in accordance with a financing plan determined by the Board of Education pursuant to requirements of law. When sold, the bonds shall bear interest at an annual rate not exceeding the statutory maximum and with a maximum term not exceeding the statutory maximum, provided that the average useful life of bonds sold will not exceed one hundred twenty percent (120%) of the average life of the projects being financed or as otherwise provided by federal tax law. Bond funds may be used to reimburse the District for Bond Project list expenditures incurred prior to the election and bond issuance, in accordance with federal tax law.

EXHIBIT C

TAX RATE STATEMENT

An election will be held within the boundaries of Cabrillo Unified School District ("School District") on November 5, 2024 to authorize the sale of up to $153.4 million in bonds to finance facilities as described in the proposition. If the bonds are approved, the School District expects to sell the bonds in multiple series. Principal and interest on the bonds will be payable from the proceeds of tax levies made upon the taxable property located within the School District. The following information is provided in compliance with Sections 9400 to 9404, inclusive, of the California Elections Code.

1. The best estimate from official sources of the average annual tax rate that would be required to be levied to fund this bond issue over the entire duration of the bond debt service, based on assessed valuations available at the time of the election or a projection based on experience within the same jurisdiction or other demonstrable factors, is estimated to be $54.19 per $100,000. The final fiscal year in which the tax is anticipated to be collected is 2055-56.

2. The best estimate from official sources of the highest tax rate that would be required to be levied to fund this bond issue, and an estimate of the year in which that rate will apply, based on assessed valuations available at the time of filing this statement or a projection based on experience within the same jurisdiction or other demonstrable factors, is estimated to be $60.00 per $100,000) of assessed valuation in fiscal year 2025-26 through 2049-50.

3. The best estimate from official sources of the total debt service, including the principal and interest, that would be required to be repaid if all the bonds are issued and sold will be approximately $269.5 million.

Voters should note that the estimated tax rate is based on the ASSESSED VALUE of taxable property on the San Mateo County official tax rolls, not on the property's market value. Property owners should consult their own property tax bills to determine their property's assessed value and any applicable tax exemptions.

Attention of all voters is directed to the fact that the foregoing information is based upon the District's projections and estimates only, which are not binding upon the District. The actual tax rates, debt service and the years in which they will apply may vary from those presently estimated, due to variations from these estimates in the timing of bond sales, the amount of bonds sold and market interest rates at the time of each sale, and actual assessed valuations over the term of repayment of the bonds. The dates of sale and the amount of bonds sold at any given time will be determined by the District based on need for construction funds and other factors. The actual interest rates at which the bonds will be sold will depend on the bond market at the time of each sale. Actual future assessed valuation will depend upon the amount and value of taxable property within the District as determined by the County Assessor in the annual assessment and the equalization process.

Signed: _____
Amber Lee-Alva, Superintendent
Dated: _____, 2024

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
Amber Lee-Alva

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Carmen Daniel
Kimberly Hines
Sophia Layne

MEMORANDUM

MEETING DATE: June 13, 2024
TO: Members of the Governing Board
FROM: Amber Lee-Alva
CATEGORY: Action
ITEM TITLE: Consideration of a Resolution Calling for Approval of an Education Parcel Tax

BACKGROUND INFORMATION

In November of 2015, voters within the District approved Measure I, a $150 per parcel education parcel tax. Based on community polling, feedback, and ongoing program needs, the District has been working with its consultants toward placing a replacement education parcel tax measure on the November 5, 2024 election ballot. The new education parcel tax, if approved by 2/3 of voters, would replace Measure I with a new education parcel tax for a period of eight (8) years at a rate of $198 per-parcel. On April 11, 2024, the Governing Board was presented with a draft Resolution to call an education parcel tax measure election for review and feedback.

REPORT/PROPOSAL

Voter approval of this proposed parcel tax measure would result in annual parcel tax revenues of approximately $2.14 million for eight (8) years beginning in fiscal year 2025-26 to support District educational programs. Parcel tax funds would augment the General Fund by providing dollars for needed and anticipated District programs to maintain the high quality of education in District schools.

The education parcel tax revenues will be used within the District to

- Attract and retain qualified, high-performing teachers, translators, and counselors;
- Support wages and benefits for teachers and staff;
- Expand classes and programs for Science, Technology, Engineering, Arts, and Math (“STEAM”) instruction;
- Expand classes for vocational and career training programs;
- Expand trade skills, family and consumer sciences, and workforce readiness programs and classes;
- Maintain and expand college readiness and career preparation programs;
- Expand and enhance visual and performing arts, music, and other art enrichment programs and instruction;
- Maintain, expand, and enhance District language programs, including instruction resources and training for English Language Learner students;
- Expand and enhance family engagement services, including student counseling and medical, behavioral, social, and emotional learning; and
- Support, expand, and enhance extracurricular activities and athletic programs, including athletic trainers, coaches, and athletic facility maintenance.

FISCAL ANALYSIS

There is no fiscal impact to the general fund at this time except the cost of the County of San Mateo holding the election on the District’s behalf, but if approved by voters, the education parcel tax would provide approximately $2.14 million annually to the District.

RECOMMENDATION

It is recommended that the Board approve Resolution Calling for an Approval of an Education Parcel Tax, Establishing Specifications of the Election Order, and Requesting Consolidation with Other Elections Occurring on November 5, 2024.

CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
Amber Lee-Alva

GOVERNING BOARD
Mary Beth Alexander
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Sophia Layne

NOTICE OF PUBLIC HEARING REGARDING QUALIFIED SPECIAL TAX

NOTICE IS HEREBY GIVEN that the Board of Education ("Board") of the Cabrillo Unified School District ("District"), at a Board meeting to be held on June 13, 2024, will hold a public hearing pursuant to Government Code section 50077 on the issue of calling an election on November 5, 2024, to impose a qualified special tax ("Parcel Tax") on all parcels of taxable real property in the District's boundaries. At the hearing, public input will be solicited concerning the proposed Parcel Tax measure. The public hearing will begin at approximately 6:00 p.m. at Cunha Intermediate School Multipurpose Room of Cabrillo Unified School District, located at 600 Church Street, Half Moon Bay, California. Further information concerning this hearing and the proposed Parcel Tax may be obtained from Amber Lee-Alva, Superintendent, at (650) 240-3146.

Cabrillo Unified School District Governing Board Meeting
Thursday, June 13, 2024 at 6:00 PM
Cunha Intermediate School Multi-Purpose Room
600 Church Street
Half Moon Bay, CA 94019

CABRILLO UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 10-2024

RESOLUTION OF THE GOVERNING BOARD OF THE CABRILLO UNIFIED SCHOOL DISTRICT CALLING FOR APPROVAL OF AN EDUCATION PARCEL TAX, ESTABLISHING SPECIFICATIONS OF THE ELECTION ORDER, AND REQUESTING CONSOLIDATION WITH OTHER ELECTIONS OCCURRING ON NOVEMBER 5, 2024

WHEREAS, the Cabrillo Unified School District ("District") is committed to offering a high-quality, well-rounded education to all students in the District; and

WHEREAS, the Governing Board ("Board") believes that good schools are part of what makes our community a desirable place to live and by keeping Coastside schools strong we keep the community strong; and

WHEREAS, the District is committed to preserving strong academic reading and writing programs; and

WHEREAS, the District is committed to preserving strong academic programs in science, technology, engineering, arts, and math (STEAM); and

WHEREAS, it is essential to continue to offer hands-on and innovative science curriculum, Advanced Placement courses and other specialized instruction to prepare students for success in college and future careers; and

WHEREAS, it is important for the District to continue to retain skilled, experienced, and dedicated teachers and provide them with ongoing training to maintain high-quality education in our schools; and

WHEREAS, it is crucial for the District to protect vital programs to keep struggling students on the right track; and

WHEREAS, due to inadequate state funding it is essential that the District have stable, reliable, local funding to shield its schools from the instability of the state budget situation to preserve its strong academic programs; and

WHEREAS, future funding for the District from the State of California and other sources is projected to be inadequate to provide the level of support to the District's educational programs and maintain the high student achievements that the residents of the District expect; and

WHEREAS, the voters of this District have a history of supporting our local schools by voting to support school funding to protect academic excellence in local classrooms; and

WHEREAS, replacing Measure I with a new parcel tax, local funding that cannot be taken by the State or used for administrator salaries, benefits or pensions, is necessary to maintain outstanding educational programs and retain highly qualified, experienced teachers; and

WHEREAS, California Constitution, Article XIIIA, section 4 and Government Code sections 50075 et seq. authorizes the District, upon approval of two-thirds of the electorate, to levy qualified special taxes on real property in the District for the purpose of providing quality educational programs in the District and other lawful purposes of the District; and

WHEREAS, in the judgment of this Board, following public hearing and comment, it is advisable to request that the San Mateo County Superintendent of Schools ("Superintendent of Schools") call an election and submit to the voters of the District the question of whether the District shall levy an education parcel tax within the District for the purpose of raising revenue for the District which replaces the current Measure I parcel tax; and

WHEREAS, pursuant to the Education Code and Elections Code such election may be completely or partially consolidated with any other election held on the same day and in the same territory or territory that is in part the same.

NOW, THEREFORE, BE IT RESOLVED AS FOLLOWS:

Section 1. Recitals. The Board hereby finds and determines that the foregoing recitals are true and correct.

Section 2. Resolution Constitutes Order of Election. This resolution shall constitute an order of election pursuant to the Education Code to the San Mateo County Superintendent of Schools ("County Superintendent") to call an election within the boundaries of the District on November 5, 2024.

Section 3. Date and Purpose of Measure. Pursuant to the California Constitution and Government Code, an election shall be held within the boundaries of the District on Tuesday, November 5, 2024, for the purpose of voting on a measure ("Measure") which will be presented to voters in substantially the form attached hereto as **Exhibit A**, containing the question of whether the District shall impose a qualified special tax (hereinafter, an "education parcel tax") for the purposes stated therein. In addition, the full text of the Measure ("Full Ballot Text") shall appear in the ballot pamphlet in substantially the form attached hereto as **Exhibit B**.

Section 4. Collection of the Tax. Beginning July 1, 2025, if adopted by the voters, the education parcel tax shall be collected by the County Tax Collector, at the same time, in the same manner, and subject to the same penalties as *ad valorem* property taxes collected by the County Tax Collector. Unpaid education parcel taxes shall bear interest at the same rate as the rate for unpaid *ad valorem* property taxes until paid.

With respect to all general property tax matters within its jurisdiction, the County Tax Collector shall make all final determinations of tax exemption or relief for any reason, and that decision shall be final and binding. With respect to matters specific to the levy of the special tax, including the exemptions, the application of the definition of "Parcel of Taxable Real Property" to any parcel(s), the legality or validity of the special tax, or any other disputed matter specific to the application of the special tax, the decisions of the District shall be final and binding.

Section 5. Authority for Ordering Election. The authority for ordering the election is contained in section 50075 *et seq.* of the Government Code and Section 4 of Article XIIIA of the California Constitution.

Section 6. Authority for Specifications. The authority for the specification of this election order is contained in section 5322 of the Education Code.

Section 7. Resolution to County Officials. The Secretary to the Board is hereby directed to cause certified copies of this Resolution and order to be delivered no later than August 7, 2024 to the County Superintendent, the San Mateo County Chief Elections Officer of Voters ("Chief Elections Officer") and the Clerk of the Board of Supervisors of San Mateo County ("Board of Supervisors").

Section 8. Formal Notice. The County Superintendent is hereby requested to prepare and execute a Formal Notice of Parcel Tax Election and consolidation order in substantially the form attached hereto as **Exhibit C** (the "Formal Notice"), and to call the election by causing the Formal Notice to be posted in accordance with the applicable law no later than August 7, 2024, or to otherwise cause the notice to be published as permitted by law. The Secretary to the Board, on behalf of and as may be requested by the County Superintendent, is authorized to cause all notices required by law in connection herewith to be published and posted, as the case may be.

Section 9. Conduct of Election.

(a) *Request to Chief Elections Officer.* Pursuant to State law, the Chief Elections Officer is requested to take all steps to hold the election on November 5, 2024, in accordance with law and these specifications. The election shall be held and conducted in the manner prescribed by Elections Code section 10418.

(b) *Voter Pamphlet.* The Chief Elections Officer is hereby requested to reprint the Full Ballot Text in substantially the form attached hereto as **Exhibit B** in the voter information pamphlet to be distributed to voters pursuant to the Elections Code. In the event the Full Ballot Text will not be reprinted in the voter information pamphlet in its entirety, the Chief Elections Officer is hereby requested to print, immediately below the impartial analysis of the Measure, in no less than 10-point boldface type, a legend substantially as follows:

> *"The above statement is an impartial analysis of Measure __. If you desire a copy of the Measure, please call the San Mateo County Chief Elections Officer at [phone number] and a copy will be mailed at no cost to you."*

(c) *Consolidation.* The County Superintendent and the Board of Supervisors are hereby requested to consolidate the election ordered hereby with any and all other elections as may be held on the same day in the same territory or in territory that is in part the same.

(d) *Canvass and Declaration of Results.* The Board of Supervisors is authorized to canvass the returns of the election and declare the result pursuant to the Elections Code.

(e) *Cost of Election.* The District will reimburse the Chief Elections Officer and the County for costs associated with the election as required by law.

Section 10. Appropriations Limit. The Board shall provide in each year for an increase in the District's appropriations limit as shall be necessary to ensure that the proceeds of the education parcel tax may be spent for its authorized purposes.

Section 11. Ballot Arguments. The President of the Board and/or their designees are hereby authorized to prepare and file with the Chief Elections Officer any ballot argument prepared in connection with the election, including a rebuttal argument, each within the time established by the Chief Elections Officer, which shall be considered the official ballot arguments of the Board as sponsor of the Measure and to take all necessary action to prevent inclusion of false and/or misleading information in ballot materials related to the Measure.

Section 12. Official Actions. The District Superintendent, President of the Board, or their respective designees are hereby authorized to execute any other document and to perform all acts necessary to place the Measure on the ballot, including making alterations to the Measure and Full Ballot Text stated in **Exhibits A and B** hereto, and to this Resolution, to comply with requirements of law and election officials or which are, in the judgment of the Superintendent, President of the Board, or their respective designees, in the best interests of the District.

Section 13. Effective Date. This Resolution shall take effect from and after its adoption.

ADOPTED, SIGNED and APPROVED by the Governing Board of the Cabrillo Unified School District on the 13th day of June, 2024, by the following vote:

AYES: _____

NOES: _____

ABSENT: _____

ABSTENTIONS: _____

CABRILLO UNIFIED SCHOOL DISTRICT

By: _____
President of the Governing Board

ATTEST:

By: _____
Secretary to the Governing Board

EXHIBIT A

BALLOT LABEL

The Measure shall be summarized in the following form, and the San Mateo County Chief Elections Officer is requested to cause this summary of the Measure to appear on the ballot:

**** BEGIN BALLOT LABEL ****

With funds that cannot be taken by the State and spent elsewhere, shall Cabrillo Unified School District's replacement parcel tax be adopted, raising $2.14 million per year to attract and retain top-tier educators; increase teacher/ staff wages; expand Science, Technology, Engineering, Arts and Math, and career and college preparation programs at Hatch Elementary, El Granada Elementary, Farallone View Elementary, Kings Mountain Elementary, Cunha Intermediate and Half Moon Bay High at $198 per parcel for eight years with senior citizen exemptions and full public disclosure of all spending?

Yes _____ No _____

**** END BALLOT LABEL ****

EXHIBIT "B"

FULL BALLOT TEXT

**** BEGIN FULL TEXT ****

CABRILLO UNIFIED SCHOOL DISTRICT

Measure ___
[*letter designation to be assigned by San Mateo County Chief Elections Officer*]

RECITALS

1. An adequately funded and well-developed public education program provides numerous benefits and advantages to all of the residents of the community.

2. The Governing Board ("Board") of the Cabrillo Unified School District ("District") has established the goals of improving academic performance and the quality of education for all children in the District so that they are prepared for college and to compete for good jobs. Furthermore, the District aims to enhance local control of our schools and reduce our dependence on the State of California for education funding.

3. The Board believes that good schools are part of what makes our community a desirable place to live and, by keeping Coastside schools strong, we keep the community strong.

4. The District is committed to preserving strong academic reading, writing, science, technology, engineering, arts, and math (STEAM) programs.

5. It is essential to continue to offer hands-on and innovative science curriculum, Advanced Placement courses and other specialized instruction to prepare students for success in college and future careers.

6. It is important for the District to continue to retain skilled, experienced, and dedicated teachers and provide them with ongoing training to maintain high-quality education in our schools.

7. It is crucial for the District to protect vital programs to keep struggling students on the right track.

8. Due to inadequate funding, it is essential that the District have stable, reliable, local funding it can count on every year to maintain its quality academic programs.

9. Future funding for the District from the State of California and other sources is projected to be inadequate to provide the level of support to the District's educational programs and maintain the high-student achievement that the residents of the District expect.

10. The voters of this District have a history of supporting our local schools by voting to support school funding to protect academic excellence in local classrooms.

11. Replacing Measure I with a new parcel tax, local funding that cannot be taken by the State or used for administrator salaries, benefits or pensions, is necessary to maintain outstanding educational programs and retain highly qualified, experienced teachers.

TERMS

PURPOSE: Local revenues that cannot be taken by the State and spent elsewhere will be used to fund the following projects to maintain high-quality public education in schools throughout the Cabrillo Unified School District:

- Attract and retain qualified, high-performing teachers, translators, and counselors;
- Support wages and benefits for teachers and staff;
- Expand classes and programs for Science, Technology, Engineering, Arts, and Math ("STEAM") instruction;
- Expand classes for vocational and career training programs;
- Expand trade skills, family and consumer sciences, and workforce readiness programs and classes;
- Maintain and expand college readiness, career preparation programs;
- Expand and enhance visual and performing arts, music, and other art enrichment programs and instruction;
- Maintain, expand, and enhance District language programs including, instruction resources and training for English Language Learner students;
- Expand and enhance family engagement services, including student counseling and medical, behavioral, social, and emotional learning; and
- Support, expand, and enhance extracurricular activities and athletic programs including athletic trainers, coaches, and athletic facility maintenance.

LEVY AMOUNT AND PROCEDURES: If approved by the voters, an annual parcel tax of $198 shall be levied by the San Mateo County Tax Collector on all non-exempt properties within the District's boundaries for a period of eight years commencing fiscal year 2025-26. An exemption will also be available to senior citizen owner-residents of residential properties under procedures to be established by the District.

The Board of Trustees will not use the proceeds of the parcel tax to fund any programs other than those listed above and will establish an independent citizen oversight committee to ensure that funds are used for such purposes.

A. <u>Amount and Basis of Tax</u>

This education parcel tax shall authorize the District to annually levy a special tax of $198 per Parcel of Taxable Real Property beginning July 1, 2025, and continuing for a period of eight (8) years.

The District shall provide the San Mateo County Tax Collector ("County Tax Collector") a report indicating the parcel number and amount of tax for each Parcel of Taxable Real Property.

To the extent allowed by law "Parcel of Taxable Real Property" shall be defined as:

(a) Any unit of real property in the District that receives a separate tax bill for *ad valorem* property taxes from the County Tax Collector.

(b) All property that is otherwise exempt from or upon which no *ad valorem* property taxes are levied in any year shall not be considered a Parcel of Taxable Real Property for purposes of the education parcel tax in such year.

(c) Subject to application by a property owner and confirmation by the District, multiple parcels which are contiguous, under common ownership, and that constitute one economic unit, meaning that they have the same primary purpose as the principal parcel and are not separate and distinct properties that may be independently developed or sold, shall comprise a single Parcel of Taxable Real Property for purposes of the education parcel tax.

If any portion of this definition is deemed contrary to law, the Board declares and the voters by approving the Measure concur, that every other section and part of this definition has independent value, and the Board and voters would have adopted each other section and part hereof regardless of every other section or part hereof. If all sections or parts of this definition are deemed contrary to law, "Parcel of Taxable Real Property" shall be defined as any real property in the District assigned an assessor's parcel number.

Upon approval of this Measure by the requisite 2/3 of voters, the existing education parcel tax approved by voters as Measure I in 2019 shall cease to be levied after June 30, 2025. This Measure will replace the existing Measure I and the Measure I education parcel tax shall not be collected in any year in which this Measure is collected. In the event this Measure is not approved, the existing Measure I education parcel tax shall continue in effect until its scheduled expiration date.

B. <u>Exemptions</u>

Pursuant to any procedures adopted by the District, upon application, an exemption from payment of the education parcel tax may be granted on any parcel owned by one or more of the following:

(a) An individual who will attain 65 years of age prior to July 1 of the tax year and occupying said parcel as his or her principal residence ("Senior Citizen Exemption"); or,

(b) Receiving Supplemental Security Income for a disability, regardless of age, and occupying said parcel as his or her principal residence ("SSI Exemption"); or

(c) Receiving Social Security Disability Insurance benefits, regardless of age, whose yearly income does not exceed 250 percent of the 2012 federal poverty guidelines issued by the United States Department of Health and Human Services, and occupying said parcel as his or her principal residence ("SSDI Exemption").

Exemptions may be granted based on a one-time application submitted pursuant to any procedures adopted by the District. Exemptions granted under prior qualified special

taxes levied by the District will not require re-approval, subject to the District's right to verify a property owner's continuing qualification for exemption.

C. Claims / Exemption Procedures

With respect to all general property tax matters within its jurisdiction, the County Tax Collector or other appropriate County tax official shall make all final determinations of tax exemption or relief for any reason, and that decision shall be final and binding. With respect to matters specific to the levy of the education parcel tax, including exemptions, the legality or validity of the education parcel tax, the application of the definition of "Parcel of Taxable Real Property" to any parcel(s) or any other disputed matter specific to the application of the education parcel tax, the decisions of the District shall be final and binding. The procedures described herein, and any additional procedures established by the Board shall be the exclusive claims procedure for claimants seeking an exemption, refund, reduction, or re-computation of the education parcel tax. Whether any particular claim is to be resolved by the District or by the County shall be determined by the District, in coordination with the County as necessary.

D. Appropriations Limit

Pursuant to California Constitution Article XIIIB and applicable laws, the appropriations limit for the District will be adjusted periodically by the aggregate sum collected by levy of this education parcel tax.

E. Accountability Measures

1. *Specific Purposes***.** The proceeds of the education parcel tax shall be applied only to the specific purposes identified above.

2. *Annual Reports.* The proceeds of the education parcel tax shall be deposited into an account, which shall be kept separate and apart from other accounts of the District, pursuant to the Government Code. No later than December 31 of each year while the tax is in effect, the District shall prepare and file with the Board a report detailing the amount of funds collected and expended during the prior fiscal year, and the status of any project authorized to be funded by this measure. The report may relate to the calendar year, fiscal year, or other appropriate annual period, and may be incorporated into or filed with the annual budget, audit, or other appropriate routine report to the Board.

3. *Independent Citizens' Oversight Committee*. The Board shall provide for the creation of an independent citizens' oversight committee to oversee expenditure of the funds collected pursuant to the Measure to ensure that moneys raised under this Measure are spent only for the purposes described in this Measure. The Board shall provide for the composition, duties, and other necessary information regarding the committee's formation and operation and shall have the option to extend the existing parcel tax or other independent citizen oversight committee and its membership to serve as the independent citizen oversight committee for this Measure.

F. Protection of Funding

Current law forbids any decrease in State or federal funding to the District resulting from the adoption of an education parcel tax. However, if any such funding is reduced or affected because of the adoption of the Measure, then the Board may reduce the amount of the education parcel taxes levied as necessary in order to restore such State or federal funding and/or maximize the District's fiscal position for the benefit of the educational program. As a result, whether directly or indirectly, no funding from this Measure may be taken away by the State or federal governments.

G. Severability

The Board hereby declares, and the voters by approving this Measure concur, that every section and part of this Measure has independent value, and the Board and the voters would have adopted each provision hereof regardless of every other provision hereof. Upon approval of the Measure by the voters, should any part of the Measure or taxing formula be found by a court of competent jurisdiction to be invalid for any reason, all remaining parts of the Measure or taxing formula hereof shall remain in full force and effect to the fullest extent allowed by law.

**** END FULL TEXT ****

EXHIBIT C

FORM OF FORMAL NOTICE OF SPECIAL TAX ELECTION

NOTICE IS HEREBY GIVEN to the qualified electors of the Cabrillo Unified School District of San Mateo County, California, that in accordance with the provisions of the Education Code and the Government Code of the State of California, a special election will be held on November 5, 2024, for the purpose of submitting to the qualified electors of the District the proposition summarized as follows:

> With funds that cannot be taken by the State and spent elsewhere, shall Cabrillo Unified School District's replacement parcel tax be adopted, raising $2.14 million per year to attract and retain top-tier educators; increase teacher/ staff wages; expand Science, Technology, Engineering, Arts and Math, and career and college preparation programs at Hatch Elementary, El Granada Elementary, Farallone View Elementary, Kings Mountain Elementary, Cunha Intermediate and Half Moon Bay High at $198 per parcel for eight years with senior citizen exemptions and full public disclosure of all spending?

By execution of this formal Notice of Election the County Superintendent of Schools of San Mateo County orders consolidation of the election with such other elections as may be held on the same day in the same territory or in territory that is in part the same.

The County Superintendent of Schools of San Mateo County, by this Notice of Election, has called the election pursuant to a Resolution and Order of the Governing Board of the Cabrillo Unified School District adopted June 13, 2024, in accordance with the provisions of Education Code sections 5302, 5325, and 5361.

IN WITNESS WHEREOF, I have hereunto set my hand this day, _____, 2024.

_____
County Superintendent of Schools
San Mateo County, California

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
Amber Lee-Alva

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Carmen Daniel
Kimberly Hines
Sophia Layne

MEMORANDUM

MEETING DATE: June 13, 2024
TO: Members of the Governing Board
FROM: J Jesús Contreras, Ed.D., Deputy Superintendent of Business Services
CATEGORY: Action/Resolution
ITEM TITLE: Adoption of Resolutions 15-2024 and 16-2024 for Temporary Interfund Borrowing for Fiscal Year 2023-24

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 15-2024 and Resolution 16-2024 for the fiscal year 2023-2024 to temporarily transfer funds between any allowable funds provided that all transfers are approved by the Superintendent or her designee.

FINANCIAL IMPACT

There is no financial impact to the General Fund.

RECOMMENDATION

Approve as submitted.

RESOLUTION NO. 15-2024
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: 2024-25**

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 13th day of June 2024 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:

_____
Lizet Cortes
Clerk to the Governing Board
Cabrillo Unified School District

Attest by:

_____
Amber Lee-Alva
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. 16-2024
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: 2024-25**

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 $ 300,000 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 $ 300,000 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 13th day of June 2024, 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:

_____
Lizet Cortes
Clerk to the Governing Board
Cabrillo Unified School District

Attest by:

_____
Amber Lee-Alva
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.

CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
Amber Lee-Alva

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Carmen Daniel
Kimberly Hines
Sophia Layne

MEMORANDUM

MEETING DATE: June 13, 2024
TO: Members of the Governing Board
FROM: J Jesús Contreras, Ed.D., Deputy Superintendent of Business Services
CATEGORY: Action/Resolution
ITEM TITLE: Adoption of Resolution 17-2024 Exempting Projects at School Sites from City, Town, and County Zoning and Building Ordinances and Regulation

BACKGROUND INFORMATION

The California Legislature has recognized the state function of school district construction projects and related land use activities by establishing that such activities fall within the jurisdiction of the State Department of General Services and the Division of the State Architect ("DSA"). This oversight from the DSA subjects school building and educational facility projects to a heightened standard of construction requirements, compared to the building and zoning regulations of the local jurisdiction. However, the Legislature established a method allowing school districts to exempt themselves from local zoning and building regulations, pursuant to California Government Code section 53094, thereby expressly divesting jurisdiction over school construction projects from local agencies.

California Government Code section 53094 authorizes the District, by a vote of two-thirds of the members of its Governing Board, to adopt a resolution rendering local zoning ordinances inapplicable to a project and/or school site when used for educational purposes. Furthermore, within ten (10) days of the adoption of the Resolution, the District must notify the relevant local jurisdiction(s) of the District's action exempting itself from local ordinances.

With the present Resolution, the District would exempt any future improvements on any of its campuses from the City of Half Moon Bay, the Town of Woodside, and the County of San Mateo's respective zoning ordinances. If adopted, the District would notify the City of Half Moon Bay, the Town of Woodside, and the County of San Mateo of this Resolution. Meanwhile, CUSD staff would still need to seek approvals of the Division of State Architect as well as comply as necessary with any relevant and applicable Coastal Development Permit processes, and ostensibly this latter compliance requirement would provide good faith efforts to meet local planning ordinances.

FISCAL ANALYSIS

Adoption of the Resolution will not affect the General Fund.

RECOMMENDATION

Staff recommends approval of the Resolution as submitted.

RESOLUTION NO. 17-2024
BEFORE THE GOVERNING BOARD
OF THE CABRILLO UNIFIED SCHOOL DISTRICT
SAN MATEO COUNTY, CALIFORNIA

EXEMPTING PROJECTS AT SCHOOL SITES FROM CITY, TOWN, AND COUNTY ZONING AND BUILDING ORDINANCES AND REGULATIONS

WHEREAS, the Cabrillo Unified School District (the "District") is a California public school district duly organized and validly existing under the laws of the State of California and is located within the boundaries of the City of Half Moon Bay ("City"), the Town of Woodside ("Town") and the County of San Mateo ("County"); and

WHEREAS, the District currently owns real property, as follows: Alvin Hatch Elementary School (490 Miramontes Ave, Half Moon Bay, CA 94019), (El Granada Elementary School (400 Santiago Ave, Half Moon Bay, CA 94018), Farallone View Elementary School (1100 Le Conte Ave, Montara, CA 94037), Kings Mountain Elementary School (211 Swett Rd, Woodside, CA 94062), Manuel F. Cunha Intermediate School ("600 Church St, Half Moon Bay, CA 94019"), and Half Moon Bay High School (1 Lewis Foster Dr, Half Moon Bay, CA 94019) (collectively, the "School Sites", and individually, the "School Site"); and

WHEREAS, the District intends to undertake improvements at the School Sites for the educational purposes of the District's students at various points in the future ("Projects"); and

WHEREAS, Government Code section 53094 authorizes the District, by a vote of two-thirds of the members of its Board of Education, to render the City's, the Town's, and the County's zoning ordinances inapplicable to the School Sites and Projects when used for educational purposes; and

WHEREAS, the Projects and future uses of the School Sites are further subject to State of California approvals, including construction design review by the Division of the State Architect ("DSA"); and

WHEREAS, District has balanced the interests of the public, including those of the City, the Town, the County, and the District, and determined that the interests of the public are best served by commencing and completing the Projects (to the extent they are approved) on the School Sites under DSA review; and

NOW, THEREFORE, the Governing Board of Cabrillo Unified School District hereby resolves, determines, and finds the following:

Section 1. That the foregoing recitals are true and are incorporated herein by reference.

Section 2. That pursuant to Government Code section 53094, the District hereby does exempt itself from, and renders inapplicable to any Projects and School Sites, any zoning ordinances and regulations of the City of Half Moon Bay, the Town of Woodside, and the County of San Mateo, including, without limitation, the City's and Town's Municipal Codes, the County's Code of Ordinances, the City's, the Town's, and the County's General Plans, and any related City, Town, or County ordinances or regulations that otherwise would be applicable to the District, Projects, and/or School Sites, except for any ordinances regulating drainage improvements and conditions, road improvements and conditions, or grading plan review and approval as set forth in Government Code section 53097.

Section 3. That the Superintendent of the District, or designee, is directed to give written notice to the City of Half Moon Bay, the Town of Woodside, and the County of San Mateo as required by Government Code section 53094 within ten (10) days of this action and is authorized to take all further action necessary to carry out, give effect to, and comply with the terms and intent of this Resolution.

APPROVED, PASSED, AND ADOPTED by two-thirds of the Governing Board of Cabrillo Unified School District on this 13, day of June 2024, 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:

_____
Kimberly Hines
Governing Board President
Cabrillo Unified School District

Attest by:

_____
Lizet Cortes
Clerk to the Governing Board
Cabrillo Unified School District

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
Amber Lee-Alva

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Carmen Daniel
Kimberly Hines
Sophia Layne

MEMORANDUM

MEETING DATE: June 13, 2024
TO: Members of the Governing Board
FROM: J Jesús Contreras, Ed.D., Deputy Superintendent of Business Services
CATEGORY: Action/Resolution
ITEM TITLE: Approval of Resolution 18-2024 Designating Authorized Representatives of Cabrillo Unified School District as Signatories Effective June 14, 2024

BACKGROUND INFORMATION

The Governing Board of the Cabrillo Unified School District, under the authority of the Education Code 42632, shall designate authorized representatives as signatories as specified in the attached Resolution.

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

Approve the updated list of authorized signatories.

RESOLUTION NO. 18-2024
BEFORE THE GOVERNING BOARD
OF THE CABRILLO UNIFIED SCHOOL DISTRICT
SAN MATEO COUNTY, CALIFORNIA

DESIGNATING AUTHORIZED REPRESENTATIVES OF
CABRILLO UNIFIED SCHOOL DISTRICT AS SIGNATORIES

WHEREAS, Education Section 42632 states, "each order drawn on the funds of a school district shall be signed by at least a majority of the members of the Governing Board of the district, or by a person or persons authorized by the Governing Board to sign orders in its name. No person other than an officer or employee of the district shall be authorized to sign orders"; and

WHEREAS, Education Section 42632 requires that the signatures authorized under Education Code Section 42632 shall be filed with the County Superintendent of Schools; and

WHEREAS, the Governing Board of the Cabrillo Unified School District has authorized any two of the following six officers' or employees' signatures on district orders:

Name	Title
Amber Lee-Alva	Superintendent
Leticia Bhatia	Deputy Superintendent of Educational Services
Jennifer Marsh	Chief Business Officer
Martha Ladd	Director of Educational Support Services
Bianca Forrester	Director Pupil and Personnel Services

IT IS HEREBY RESOLVED that the County Superintendent be notified of this action on the Authorized Signature Form, issued by said County Superintendent.

PASSED AND ADOPTED by the Governing Board of the Cabrillo Unified School District on the 13th day of June 2024, 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:

_____
Lizet Cortes
Clerk to the Governing Board
Cabrillo Unified School District

Attest by:

_____
Amber Lee-Alva
Secretary to the Governing Board
Cabrillo Unified School District

_____
Nancy Magee
County Superintendent
San Mateo County Office of Education

CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
Amber Lee-Alva

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Carmen Daniel
Kimberly Hines
Sophia Layne

MEMORANDUM

MEETING DATE: June 13, 2024
TO: Members of the Governing Board
FROM: Amber Lee-Alva, Superintendent
CATEGORY: Action
ITEM TITLE: Adoption of Resolution 19-2024 Specifications of Election Order and Approval Candidate Policy Form and Administrative Contact and Incumbent List Form

BACKGROUND INFORMATION

Mark Church, San Mateo County Assessor-County Clerk-Recorder & Elections, has advised CUSD of the district's responsibilities regarding the November 5, 2024 Statewide General Election to elect two (2) members of the Governing Board for a full term of four (4) years each.

To fulfill the school district's obligations for this election, the Board is required to take action for completion of the Candidate Policy Form for School Districts, the Administrative Contact and Incumbent List Form, and a resolution known as "Specifications of the Election Order" in order to return all three documents no later than July 5, 2024.

FISCAL ANALYSIS

For the 2020 election, CUSD spent $1195.29 in candidate statements and $116,465.42 in election services. Staff expect that the costs of the 2024 election may be similar, but it is difficult to estimate what the costs will be.

RECOMMENDATION

Staff recommend adopting the Specifications of Election Order resolution and approving the Candidate Policy Form and the Administrative Contact and Incumbent List Form.

RESOLUTION NO. 19-2024
BEFORE THE GOVERNING BOARD
OF THE CABRILLO UNIFIED SCHOOL DISTRICT
SAN MATEO COUNTY, CALIFORNIA

CALLING FOR AN ELECTION TO BE HELD ON TUESDAY, NOVEMBER 5, 2024, FOR THE ELECTION OF TWO (2) MEMBERS OF THE GOVERNING BOARD REPRESENTING TRUSTEE AREAS B AND D

The Governing Board of the Cabrillo Unified School District hereby resolves as follows:

WHEREAS, an election has been ordered to be held on Tuesday, November 5, 2024, in the Cabrillo Unified School District ("District") for the purpose of electing members of the District's Governing Board ("Board") (the "Election"); and

WHEREAS, pursuant to Section 1001 of the Elections Code, there is an established General Statewide election to be held on the same date as the Election; and

WHEREAS, pursuant to Part 3, Consolidation of Elections, and commencing with Section 10400 of the Elections Code, an election for members of the Board may be either completely or partially consolidated with another election held on the same day, if in the same territory, or in territory that is part the same; and

WHEREAS, pursuant to Section 5322 of the Education Code, not less than 123 days prior to the date of the Election, the Board of the District must deliver to the County Superintendent of Schools and the Chief Elections Officer a resolution or resolutions, known as "specifications of the election order", which shall set forth the authority for ordering the election, the authority for the specification of the election order, and the signature of the officer or the clerk of the board by law authorized to make the designations therein contained.

NOW, THEREFORE, BE IT RESOLVED

Section 1. The Election is hereby called to be held in and for the District on November 5, 2024, to elect one (1) member of the Board representing Trustee Area B, for a full term of 4 years each; and one (1) member of the Board representing Trustee Area D, for a short term of 4 years each.

Section 2. Pursuant to Section 10002 of the Elections Code, the Board hereby requests the Board of Supervisors of the County of San Mateo to make available the services of the San Mateo County Chief Elections Officer & Assessor–County Clerk–Recorder (the "Chief Elections Officer") as the County Elections Official for the purpose of rendering services in the conduct of the Election.

Section 3. The Election will be conducted by trustee area. Each candidate for the governing board shall reside in the trustee area where the candidate seeks to represent and shall be elected by the registered voters of that particular trustee area.

Section 4. Pursuant to Section 5325(b) of the Education Code, not less than 120 days prior to the date of Election, the District shall cause the County Superintendent of Schools deliver a copy of the formal notice of election of Governing Board members to the Chief Elections Officer.

Section 5. The District's Superintendent, or their designee, is hereby authorized and directed to enter into an Elections Service Agreement with the Chief Elections Officer regarding the Election to outline the detailed services to be provided by both the District and the Chief Elections Officer.

Section 6. The Chief Elections Officer will send an itemized invoice to the District for all services provided pursuant to the Elections Service Agreement after the Election is conducted and all related costs are determined, and the District's Superintendent, or their designee, is hereby authorized and directed to submit payment on the full amount of the invoice to the County of San Mateo within forty-five (45) days of the date of the invoice.

Section 7. Pursuant to Section 13307 of Elections Code, which provides that each candidate for the Governing Board to be voted in the Election may prepare a candidate statement on the appropriate form provided by the

Chief Elections Officer, any such statement shall be limited to 200 words, and the prorated costs of printing, mailing, and translating the statements shall be paid by Cabrillo Unified School District.

Section 8. Pursuant to Sections 5304 and 5016 of the Education Code, in the event of a tie vote at the Election (two or more persons receive an equal and the highest number of votes for an office) as certified by the Chief Elections Officer, any tie vote shall be resolved by lot.

I hereby certify the foregoing Resolution was duly and regularly passed and adopted by the Governing Board of the Cabrillo Unified School District at a regular meeting thereof held on this 13 day of June, 2024 by the following votes:

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:

_____
Lizet Cortes
Clerk to the Governing Board
Cabrillo Unified School District

Attest by:

_____
Amber Lee-Alva
Secretary to the Governing Board
Cabrillo Unified School District

OFFICE OF
ASSESSOR-COUNTY CLERK-RECORDER & ELECTIONS
COUNTY OF SAN MATEO

MARK CHURCH
CHIEF ELECTIONS OFFICER &
ASSESSOR-COUNTY CLERK-RECORDER

Candidate Policy Form for School Districts
November 5, 2024
Presidential General Election

Please complete and return this form by July 5, 2024 (ED §5322)

Our Governing Board adopts the following policies effective for the November 5, 2024 Presidential General Election:				
1	The *number of members* to be elected to the Governing Board for a **4-year term:** 2			
	Names of incumbents currently holding these seats (Indicate Trustee Area if election is by district)			
	Name Kimberly Hines	Trustee Area B	Name	Trustee Area
	Name Sophia Layne	Trustee Area D	Name	Trustee Area
2	The *number of members* to be elected to the Governing Board for a **2-year term** (if applicable to fill balance of an unexpired term): _____			
	Name(s) of incumbent(s) currently holding or who previously held and has vacated this seat(s)			
	Name	Trustee Area	Name	Trustee Area
	Name	Trustee Area	Name	Trustee Area
3	Election type			
	☐ **At-large:** Each governing board member shall reside in the school district and shall be elected by the registered voters of the entire school district			
	☒ **By district:** Each governing board member shall reside in the trustee area where she or he seeks to represent and shall be elected (choose one): ☒ By the registered voters of that particular trustee area ☐ By the registered voters of the entire school district			
4	The word limit for a candidate statement will be (EC §13307)			
	☒ 200-word statement ☐ 400-word statement			
5	The cost of the candidate's statement sent to each voter will be paid by (EC §13307)			
	☒ District (Jurisdiction) ☐ Candidate			
6	In the event of a tie vote, the candidate will be selected by (ED §5016)			
	☐ Runoff election ☒ By lot			

(District Seal)

Signature of the Superintendent and Date

Amber Lee-Alva, Superintendent
Print Name and Title

Cabrillo Unified School District
Official District Name (***to be used as ballot heading***)

40 Tower Road, San Mateo, CA 94402
P 650.312.5222 **F** 650.312.5348 **email** registrar@smcacre.gov **web** www.smcacre.gov

OFFICE OF
ASSESSOR-COUNTY CLERK-RECORDER & ELECTIONS
REGISTRATION & ELECTIONS DIVISION
COUNTY OF SAN MATEO

Administrative Contact & Incumbent List Form for the November 5, 2024 Presidential General Election

Official District (Jurisdiction) Name: Cabrillo Unified School District

Primary Administrative Contact	
Name Amber Lee-Alva	Phone 650-240-3146
E-mail amberleealva@cabrillo.k12.ca.us	Fax 650-240-3146

Secondary Administrative Contact	
Name Leticia Bhatia, Deputy Superintendent of Educational Services	Phone 650-653-7774
E-mail bhatial@cabrillo.k12.ca.us	Fax 650-653-7774

Complete List of Incumbent Board Members – Also Name Incumbent's Trustee Area/Subdistrict Area if Elected by District – Circle Appointed or Elected		
Name Carmen Daniel	Trustee Area/Subdistrict Area A	Most Recent Date (Appointed / Elected) November 2022
Name Kimberly Hines	Trustee Area/ Subdistrict Area B	Most Recent Date (Appointed / Elected) November 2020
Name Lizet Cortes	Trustee Area/ Subdistrict Area C	Most Recent Date (Appointed / Elected) November 2022
Name Sophia Layne	Trustee Area/ Subdistrict Area D	Most Recent Date (Appointed / Elected) November 2020
Name Mary Beth Alexander	Trustee Area/ Subdistrict Area E	Most Recent Date (Appointed / Elected) November 2022
Name	Trustee Area/ Subdistrict Area	Most Recent Date (Appointed / Elected)
Name	Trustee Area/ Subdistrict Area	Most Recent Date (Appointed / Elected)
Name	Trustee Area/ Subdistrict Area	Most Recent Date (Appointed / Elected)
Name	Trustee Area/ Subdistrict Area	Most Recent Date (Appointed / Elected)

40 Tower Road, San Mateo, CA 94402
P 650.312.5222 **F** 650.312.5348 **email** registrar@smcacre.org **web** www.smcacre.org