Regular Governing Board Meeting

CABRILLO UNIFIED SCHOOL DISTRICT

Published on Friday, June 6, 2025

Date and Time
Thursday, June 12, 2025 at 6:00 PM

Location
Cunha Intermediate School Library Room, 600 Church Street, Half Moon Bay, California 94019

Broadcast Live on PacificCoast.TV

Recordings will be made accessible to the public on the days following the meeting on YouTube at: https://www.youtube.com/playlist?list=PLFUunuheJ0ZVRqCNQQy7IC-5fv3KEKlPr.

Spanish Translation https://drive.google.com/file/d/1bu7jaQquvEs1rCN0f_oR7hgPjT4wHy-v/view

In compliance with the Americans with Disabilities Act, individuals requiring special accommodations, such as accessible seating or documentation in an accessible format, should contact the Administrative Assistant to the Superintendent at acostar@cabrillo.k12.ca.us or (650) 240-3146. Please notify the District at least 48 hours before the meeting to arrange reasonable accommodations, auxiliary aids, or services.

The District provides Spanish interpretation upon request. To request this service, please contact the Administrative Assistant to the Superintendent at acostar@cabrillo.k12.ca.us or (650) 240-3146.

Documents provided to a majority of the Governing Board regarding any open session item on the agenda will be available for public inspection at the District Office, located at 498 Kelly Avenue, Half Moon Bay, California, during regular business hours. These documents are also accessible on the District's website at cabrillo.k12.ca.us.

PUBLIC COMMENTS GUIDELINES

Members of the public are encouraged to participate in Board meetings and share their views on agenda items or matters within the Board's jurisdiction. Public comments can be provided in two ways:

Submission of Written Comments in Advance: Written comments can be submitted using the Google Public Comments form at cusd.info/comments. Comments are accepted from the posting of the agenda until **3:00 p.m. on the day of the meeting**. Comments should not exceed 300 words. While longer

comments may not be shared publicly during the meeting, all comments received by the deadline will be made available to Board members and included in the meeting minutes.

Provision of In-Person Comments During the Meeting: To address the Board during the meeting, members of the public must submit a “Request to Address the Board” slip to the Administrative Assistant to the Superintendent **before the agenda item is introduced**. Slips are available on the handout table. When recognized by the Board President, speakers should proceed to the podium and keep their comments brief.

The Board limits total public input to **20 minutes per item**. The Board President may adjust time limits as necessary to accommodate diverse viewpoints. In exceptional cases requiring extended public input, the Board President, with Board consent, may adjust the time allotted per speaker or for overall public input. Members of the public with similar viewpoints may be asked to designate representatives to speak on their behalf. The Administrative Assistant will monitor time and notify speakers when 30 seconds remain and when time is up.

- **Nonagenda and Consent Items** may be addressed under "Public Comments on Nonagenda or Consent Items."
- **Agenda Items** may be addressed after the staff presentation.
- **Closed Session Items** may be addressed under "Public Comments on Closed Session Topics."

IMPORTANT BOARD PROTOCOLS REGARDING PUBLIC COMMENTS

The CUSD Governing Board does not act upon nonagendized matters except under limited circumstances as permitted by law. Matters raised during public comments will be referred to staff for further examination and action where appropriate.

Page

1. OPENING ITEMS

a. Call Public Session to Order

b. Roll Call / Quorum

c. Pledge of Allegiance

d. Approval of the Agenda

2. SPOTLIGHT THE COASTSIDE WAY!

a. Celebrating Our Success

Honoring Student Achievements:

1. Half Moon Bay High School Salutatorian **Henry Hatcher Cattermole**
2. Half Moon Bay High School Valedictorians **Baker Book and Louisa Danielle Kearns**

b. Student Board Members Report

1. Half Moon Bay High School Student Board Member
2. Pilarcitos High School Student Board Member

3. GENERAL BUSINESS

a. 2025 Local Control and Accountability Plan (LCAP) Presentation and Public Hearing — 9 - 207

Supporting Documents/Attachments:

1. LCAP Local Indicators 2025-26 Presentation.pdf
2. 2025 Local Control and Accountability Plan 20250530.pdf

b. 2025-26 Proposed CUSD Fiscal Year Budget Presentation and Public Hearing — 208 - 357

Supporting Documents/Attachments:

1. 2025-26 Proposed CUSD Budget Presentation
2. Notice_of_Public_Hearing_2025-26_Budget.pdf
3. 2025-26 Proposed Budget

c. Approval of the Updated Certificated and Cocurricular Salary Schedules — 358 - 360

Supporting Documents/Attachments:

1. 2025-26 Cocurricular Salary Schedule with 5%.pdf
2. 2025-26 Certificated Salary Schedule with 5% & Stipend Increase.pdf

d. Approval of Resolution 19-2025 Approving Budgetary Increases and Transfers at Year-End — 361 - 362

Supporting Documents/Attachments:

1. Resolution 19-2025 Approving Budgetary Increases and Transfers at Year-End

e. Approval of Resolution 20-2025 Interfund Borrowing Fiscal Year 2024-25 — 363 - 365

Supporting Documents/Attachments:

1. Resolution 20-2025 Interfund Borrowing Fiscal Year 2024-25

f. Approval of El Granada Phase 2 Temporary Housing Contract and Resolution 21-2025 Supporting Lease-Leaseback Agreement — 366 - 589

Supporting Documents/Attachments:

1. Contract Documents El Granada School Modernization Combined
2. Resolution 21-2025 Supporting Lease-Leaseback Award

4. COMMUNICATIONS

a. Public Comments on Nonagenda or Consent Items

b. Employee Organizations Report

1. Cabrillo Unified Teachers Association (CUTA) Representatives

2. California School Employee Association (CSEA) Representatives

5. CONSENT AGENDA

Items listed under the Consent Agenda are of a routine nature and are not anticipated for Board discussion. The Superintendent recommends their approval. If any Board member requests the removal of an item from the consent agenda, it shall be taken off and individually considered as a regular agenda item. The Consent Agenda requires a motion, a second, and approval by a roll call vote. Each item approved by the Governing Board on the Consent Agenda is considered in full and adopted as recommended.

a. Proclamation Recognizing June 2025 as LGBTQ+ Pride Month 590 - 592

Supporting Documents/Attachments:

1. Proclamation LGBTQ+ Pride Month.pdf

b. Textbook Adoption for the CTE Floral Design Program at HMBHS for the 2025-26 school year 593 - 594

Supporting Documents/Attachments:

1. Goodheart-Willcox Publisher_Floral Design Quote.pdf

c. Ayudando Latinos a Soñar (ALAS) 2025 Summer School Services Agreement 595 - 604

Supporting Documents/Attachments:

1. ALAS Summer Program Proposal 2025.pdf
2. ALAS Summer Program Agreement 2025.pdf

d. Half Moon Bay High School Western Association of Schools and Colleges Accreditation 605 - 606

Supporting Documents/Attachments:

1. 2025 HMBHS WASC Accreditation Official Letter.pdf

e. Approval of Single Plans for Student Achievement (SPSA) 2025-26 607 - 1057

Supporting Documents/Attachments:

1. 2025_Alvin_S._Hatch_Elementary_School_SPSA_20250530.pdf
2. 2025_El_Granada_Elementary_School_SPSA_20250530.pdf
3. 2025_Farallone_View_Elementary_School_SPSA_20250530.pdf
4. 2025_Kings_Mountain_Elementary_School_SPSA_20250530.pdf
5. 2025_Manuel_F._Cunha_Intermediate_School_SPSA_20250529.pdf
6. 2025_Half_Moon_Bay_High_School_SPSA_20250530.pdf
7. 2025_Pilarcitos_High_School_SPSA_20250530.pdf

f. Certificated Personnel Report 1058

g. Classified Personnel Report 1059

h. Approval of the Declaration of Need for Fully Qualified 1060 - 1064

Educators for the 2025-26 School Year

Supporting Documents/Attachments:

1. Declaration of Need for Fully Qualified Educators.pdf

i. CUSD Initial Proposals to Cabrillo Unified Teachers' Association (CUTA) for Negotiations 2025-26 — 1065 - 1066

Supporting Documents/Attachments:

1. CUSD Initial Sunshine Proposal to CUTA 2025.pdf

j. Approval of CSEA Tentative Agreements for 2024-25 — 1067 - 1072

Supporting Documents/Attachments:

1. 2025 Tentative Agreements and Memorandum of Understanding_Redacted.pdf

k. Acknowledgement of Receipt of Classified School Employees Association, Chapter #485 (CSEA) Initial Proposals for Successor Negotiations — 1073 - 1075

Supporting Documents/Attachments:

1. CSEA Sunshine Reopener 2025-2028 Ch 485.pdf

l. Enrollment Report — 1076 - 1077

Supporting Documents/Attachments:

1. 2024-25 Enrollment Report Period 10.pdf

m. Approval of Donations to Cabrillo Unified School District — 1078 - 1079

Supporting Documents/Attachments:

1. Summary Site Donations 06.12.2025

n. Information on Warrant Register Report Processed — 1080 - 1097

Supporting Documents/Attachments:

1. 050125-053125 Warrant Register

o. Approval of Agreement for Consulting Services with Total School Solutions — 1098 - 1103

Supporting Documents/Attachments:

1. Fiscal and Facilities Consulting Services Agreement with Total School Solutions

p. Approval of Alarm Systems for Farallone View and El Granada Elementary Schools — 1104 - 1122

Supporting Documents/Attachments:

1. KIS Alarm System Quote for FV and EG.pdf

q. Approval of Raptor Technologies Quote and Implementation 1123 - 1125

Supporting Documents/Attachments:

1. Raptor Technologies Quote

r. Approval of Governing Board Policy Updates as Recommended by the California School Boards Association and CUSD Staff 1126 - 1154

Supporting Documents/Attachments:

Policy Guidesheet.pdf

1. 1113 BP District And School Websites_0623_DRAFT.pdf
2. 1330 BP Use Of School Facilities_0923_DRAFT.pdf
3. 3250 BP Transportation Fees_0519_1222_DRAFT.pdf
4. 3311.1 BP Uniform Public Construction Cost Accounting Procedures_1216_NEW.pdf
5. 3312 BP Contracts_0923_DRAFT.pdf
6. 3400 BP Management Of District Assets-Accounts_1223 DRAFT.pdf
7. 3460 BP Financial Reports And Accountability_0923_DRAFT.pdf
8. 3540 BP Transportation_0519_1222_DRAFT.pdf
9. 3550 BP Food Service_Child Nutrition Program_0622_0324_DRAFT.pdf
10. 3551 BP Food Service Operations-Cafeteria Fund_0320_0622_0923_0324_DRAFT.pdf
11. 3553 BP Free And Reduced Price Meals_0622_0324_DRAFT.pdf
12. 3555 BP Nutrition Program Compliance_0323_DRAFT.pdf

s. Approval of Governing Board Meeting Minutes 1155 - 1171

Supporting Documents/Attachments:

- Regular Meeting - Apr 24 2025 - Minutes - Html

6. GOVERNING BOARD REPORTS

a. Board Members

b. Superintendent Report

7. CLOSED SESSION

a. Identification of Closed Session Topics of Discussion

b. Public Comments on Closed Session Items

c. Adjourn to Closed Session

1. **CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION** (Government Code 54956.9(d)(1))
    a. Case #052925 Settlement Agreement
    b. Case #053025 Settlement Agreement

d. Adjourn Closed Session and Reconvene Open Session

e. Report Action Taken in Closed Session

8. CLOSING ITEMS

a. Adjournment of the Meeting

CABRILLO UNIFIED SCHOOL DISTRICT

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

SUPERINTENDENT
Dr. Ramon Miramontes

GOVERNING BOARD
Mary Beth Alexander
Peter Cerneka
Lizet Cortes
Carmen Daniel
Breanna Lafontaine

MEMORANDUM

MEETING DATE: June 12, 2025
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Deputy Superintendent, Educational Services
CATEGORY: Presentation and Public Hearing
TEM TITLE: 2025-26 Local Control and Accountability Plan (LCAP) 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 2025-26 LCAP year must be posted as one document assembled in the following order:

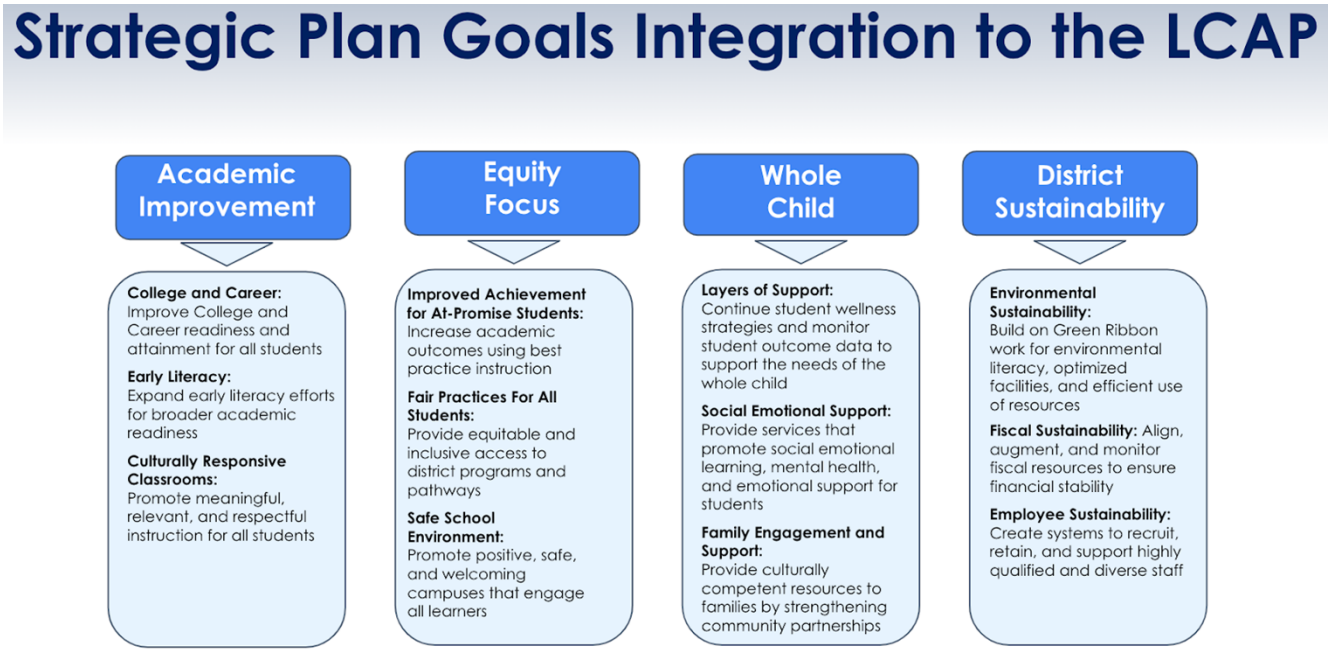
- LCFF Budget Overview for Parents
- Annual Update with instructions
- Plan Summary
- Stakeholder Engagement
- Goals and Actions
- Increased or Improved Services for Foster Youth, English Learners, and Low-income Students
- Expenditure Tables
- Instructions

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 2025-26 LCAP, the goals for CUSD are aligned to our approved Strategic Plan and Differentiated Assistance goals and actions.

The 2025-26 LCAP is presented as a draft document as 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. Below we include a table with the Strategic Plan Goals integrated into our LCAP.



FISCAL ANALYSIS

The calculated LCFF supplemental dollars for the LCAP is $2,034,349

RECOMMENDATION

For information and public hearing only.

Prepared by: *Josefina Infanzon*

CABRILLO UNIFIED SCHOOL DISTRICT

Every Student, Every Day!

Local Control Accountability Plan 2024-25 ➔**2025-26**➔2026-27 and Local Indicator Presentation

Dr. Leticia Bhatia
Deputy Superintendent of Educational Services
Governing Board Meeting
June 12, 2025

California School DASHBOARD

California Department of EDUCATION

Indicators to Measure Performance

State Performance Indicators

New icon for dashboard

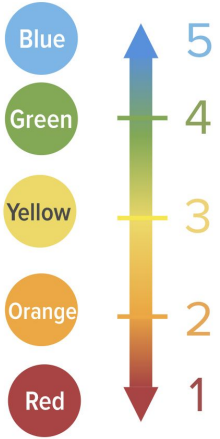


Orange

Current icon for dashboard



Highest Performance



Lowest Performance

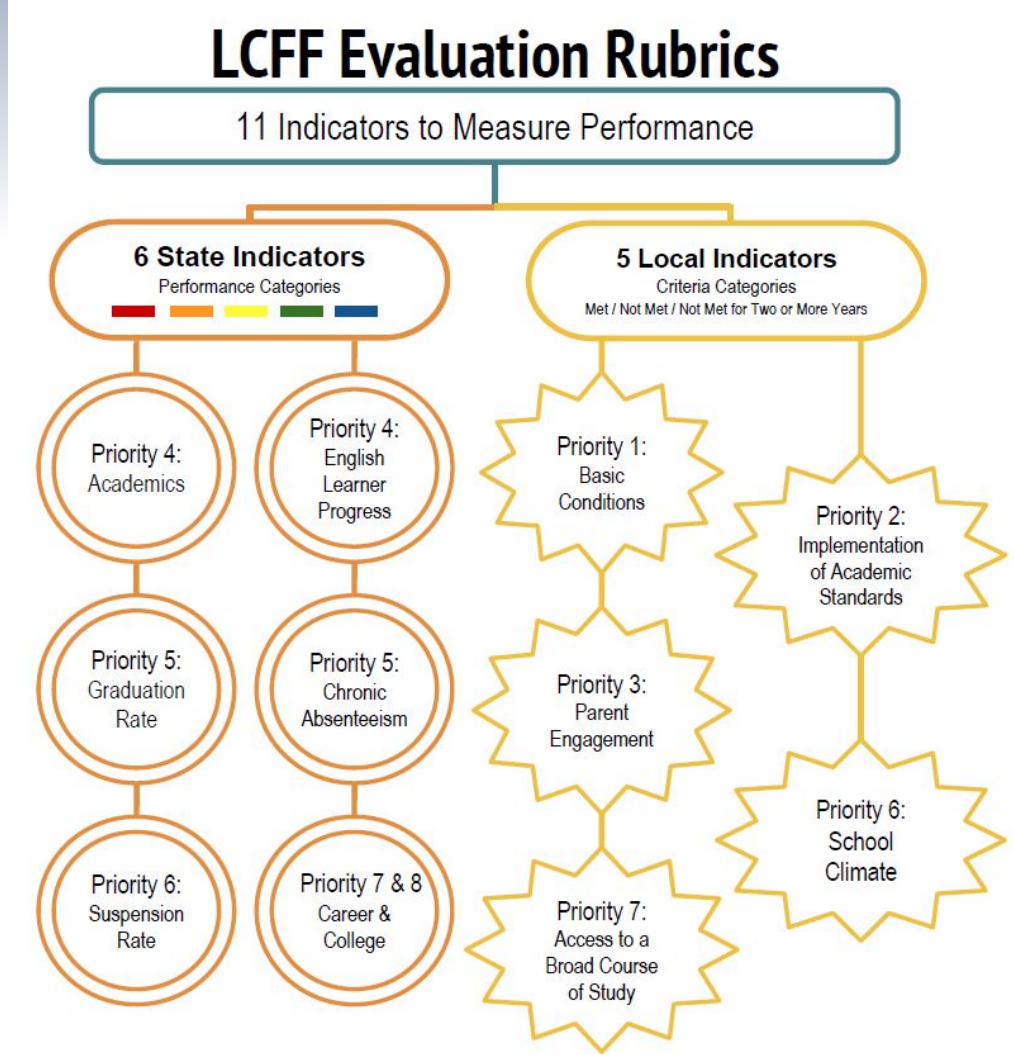
Local Performance Indicators

- Objectives Met
- Objectives Not Met
- Objectives Not Met for 2 or More Years

Agenda

1. LCAP Indicator Presentation 2025-26 Overview and CUSD Goals
2. CA Local Indicator Overview
3. Differentiated Assistance
4. Next Steps

Local Control Accountability Plan



LCAP Overview

1 Basic Services
- Rate of teacher misassignments
- Access to standards-aligned materials
- Facilities in good repair

2 Implementation of State Standards
- Academic content
- Performance standards

7 Course Access
- Pupil enrollment in a broad course of study, including core academic subjects, STEM, world languages, the arts, health, career technical education, and physical education

CONDITIONS FOR LEARNING

8 Other Pupil Outcomes
- Pupil outcomes in broad course of study

STATE LCAP PRIORITIES

4 Pupil Achievement
- Standardized test scores
- Advanced placement test pass rates
- English learning proficiency and reclassification rates
- Evidence of college and career readiness

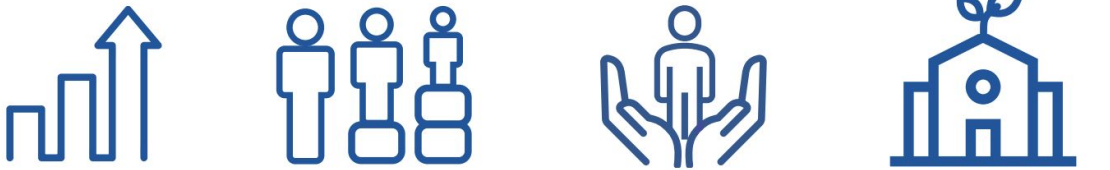
PUPIL OUTCOMES

5 Pupil Engagement
- Attendance rates
- Middle & high school dropout rates
- Graduation rates
- Chronic absenteeism rates

6 School Climate
- Suspension rates
- Expulsion rates
- Sense of safety and connectedness (school climate surveys)

3 Parental Involvement
- Efforts to seek parental input in decision making
- Promotion of parent participation

ENGAGEMENT

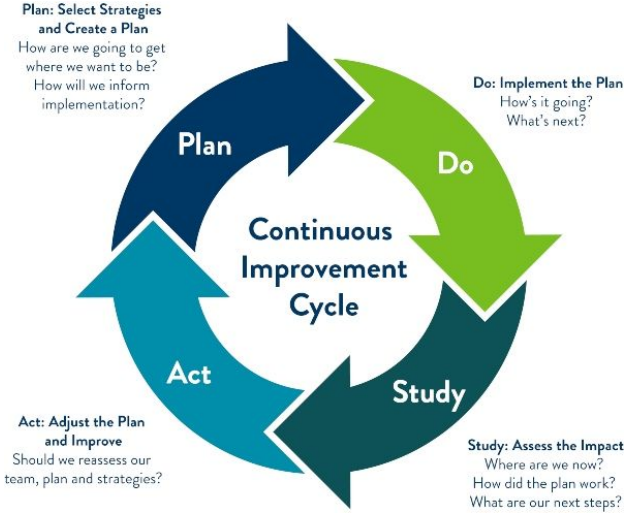


cademic
Improvement

Equity Focus

Whole Child

District Sustainability








Academic Improvement	Equity Focus	Whole Child	District Sustainability
College and Career: Improve College and Career readiness and attainment for all students	**Improved Achievement for At-Promise Students:** Increase academic outcomes using best practice instruction	**Layers of Support:** Continue student wellness strategies and monitor student outcome data to support the needs of the whole child	**Environmental Sustainability:** Build on Green Ribbon work for environmental literacy, optimized facilities, and efficient use of resources
Early Literacy: Expand early literacy efforts for broader academic readiness	**Fair Practices For All Students:** Provide equitable and inclusive access to district programs and pathways	**Social Emotional Support:** Provide services that promote social emotional learning, mental health, and emotional support for students	**Fiscal Sustainability:** Align, augment, and monitor fiscal resources to ensure financial stability
Culturally Responsive Classrooms: Promote meaningful, relevant, and respectful instruction for all students	**Safe School Environment:** Promote positive, safe, and welcoming campuses that engage all learners	**Family Engagement and Support:** Provide culturally competent resources to families by strengthening community partnerships	**Employee Sustainability:** Create systems to recruit, retain, and support highly qualified and diverse staff

NEW METRICS

Academic Improvement

College and Career

Improve College and Career awareness, readiness, and attainment for all students

Metric

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

Metric

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

Metric

By 2029, current gaps existing among 3rd, 7th, and 11th grade student subgroups will decrease by 10% in CAASPP ELA/Math.

Focus on Equity

Improved Achievement for At-Promise Students

Increased academic outcomes using best practice instruction

Metric

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

Expand early literacy efforts for broader academic readiness

Metric

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.

Improved Achievement for At-Promise Students

Promote positive, safe, & welcoming campuses that engage all learners

Metric

By 2029, reduce exclusionary discipline by 10% in secondary schools, increasing Restorative Justice practices in all sites.

Whole Child

Layers of Support

Continue student wellness strategies and monitor student outcome data to support the whole child

Metric

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

Metric

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

Metric

Implement a plan for home-school connectedness demonstrating a 10% increase as shown in parent/family surveys.

District Sustainability

Environmental Sustainability

Build on environmental literacy efforts, optimized facilities, and efficient use of resources

Metric

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

Metric

In both current year and outyears 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

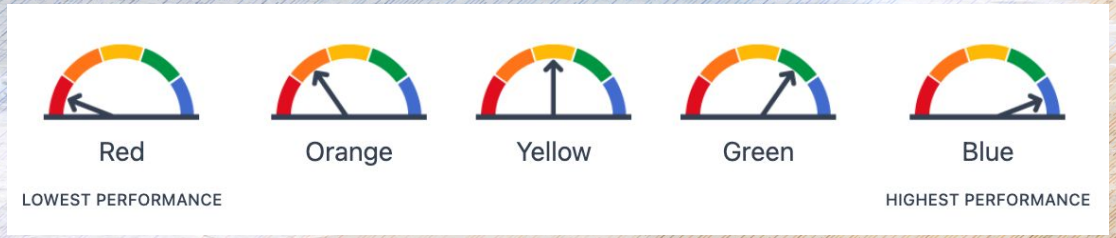
Metric

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%.

CUSD is on track to meeting or growing in our LCAP goals

Please visit https://www.cabrillo.k12.ca.us/about_us/lcap_budget_plan for more information on LCAP and Metrics for Mid-Year Monitoring Report

CA Dashboard Overview



CA Dashboard Matrix 2023

Student Group Report for 2023

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career (Status Only)
All Students	N/A	Red	Orange	Orange	Orange	Yellow	Low
English Learners	Red	Orange	Orange	--	Red	Red	Very Low
Homeless	N/A	Red	Red	--	Red	Red	--
Socioeconomically Disadvantaged	N/A	Red	Orange	Orange	Red	Orange	Low
Students with Disabilities	N/A	Orange	Red	Orange	Orange	Orange	Very Low
African American	N/A	--	--	--	--	--	--
Asian	N/A	--	Blue	--	--	--	--
Filipino	N/A	--	--	--	--	--	--
Hispanic	N/A	Red	Orange	Orange	Red	Red	Low
Native Hawaiian or Pacific Islander	N/A	--	--	--	--	--	--
White	N/A	Red	Blue	Orange	Green	Green	Medium
Two or More Races	N/A	Orange	Green	--	Blue	Green	--

CA Dashboard Matrix 2024

Student Group Report for 2024

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career
All Students	N/A	Yellow	Yellow	Green	Yellow	Orange	Green
English Learners	Green	Yellow	Green	Yellow	Red	Red	Orange
Long-Term English Learners	Green	Red	Orange	Green	Red	Red	Orange
Homeless	N/A	--	--	--	--	--	--
Socioeconomically Disadvantaged	N/A	Yellow	Green	Green	Orange	Red	Orange
Students with Disabilities	N/A	Yellow	Yellow	Green	Red	Red	Orange
African American	N/A	--	--	--	--	--	--
Asian	N/A	--	Blue	--	--	--	--
Filipino	N/A	--	--	--	--	--	--
Hispanic	N/A	Yellow	Green	Green	Orange	Red	Orange
Native Hawaiian or Pacific Islander	N/A	--	--	N/A	--	--	N/A
W	N/A	Yellow	Yellow	Green	Green	Yellow	Green
Tw r More Races	N/A	Green	Green	--	Blue	Green	--

CELEBRATIONS

- **English Language Proficiency Indicator (ELPI)**
  - ↑6.9% and 46.8% of 308 ELs
- **Summative Alternate ELPAC**
  - 50% of students with the most significant cognitive disabilities making progress
- **College and Career Indicator**
  - ↑4.3% increase
- **Chronic Absenteeism Indicator**
  - ↓8.4% decline
- **Graduation Rate Indicator**
  - 3.2% increase from last year now at 89.4%

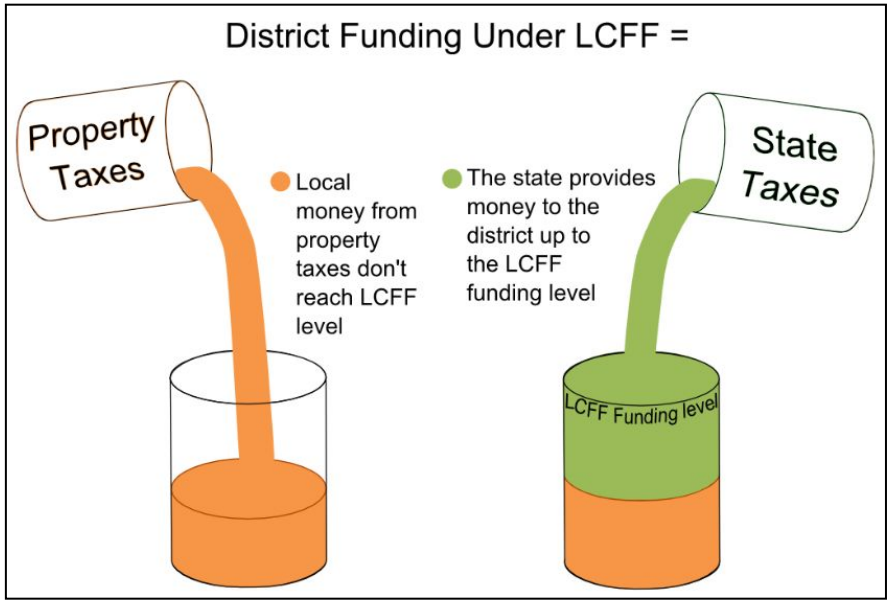
AREAS OF GROWTH

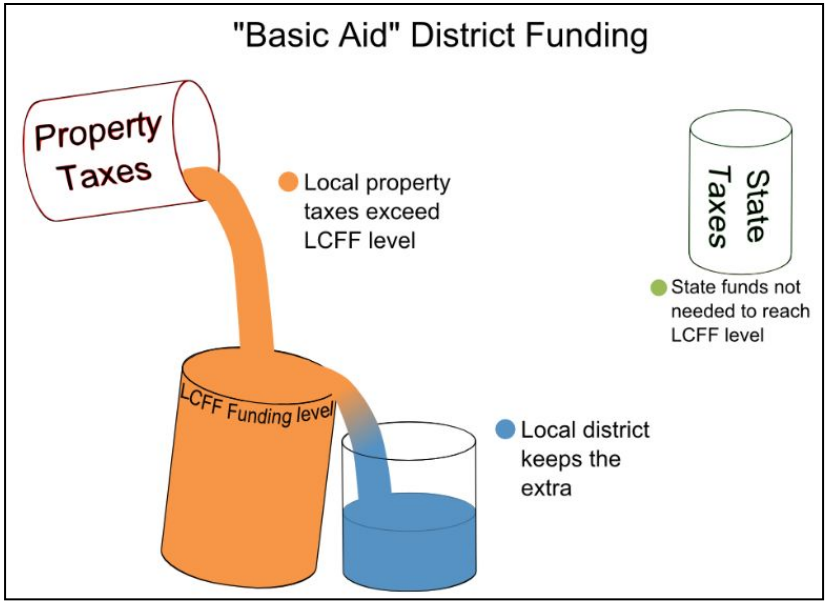
- **English Language Arts**
  - English Learners, Long-Term English Learners, and Students with Disabilities | Red
- **Mathematics**
  - English Learners, Long-Term English Learners, Hispanic, SocioEconomically Disadvantaged, and Students with Disabilities | Red
- **Chronic Absenteeism**
  - Long-Term English Learners are at the red indicating the most chronically absent
- **Graduation Rate**
  - Not at 100%

LCAP FISCAL OVERVIEW

2024-25 → 2025-26 → 2026-27

CUSD Funding:
LCFF vs. Community Funded (aka Basic Aid)





LCFF Supplemental Funding Allotment

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Total ADA*	3218	3192	3153	3095	3027	2933	2803	2748	2663	2561	
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	$2,034,349

Budget Overview

LCAP Goals	Total Funds Budgeted	Mid-Year Expenditures
Goal 1 **Student Achievement** **(Academic & Social Emotional)**	$1,802,000	$670,000
Goal 2 **At Promise Students**	$1,075,000	$240,000
Goal 3 **Student & Parent Engagement** **(Academic & Social-Emotional)**	$232,000	$138,500
Goal 4 **Social Emotional**	$2,461,000	$1,100,000

LCAP LOCAL INDICATORS AND DASHBOARD DATA

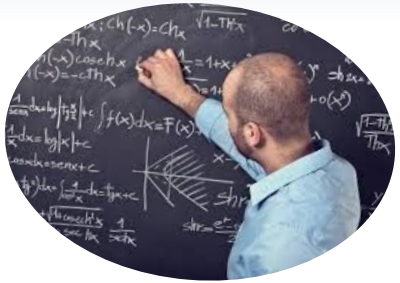
2024-25 → **2025-26** → 2026-27

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:

- 85.6% of teachers are considered Highly Qualified
- 14.4% 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: California School Parent Survey (CSPS)

Objective: Family Engagement based on 528 respondents from the CSPS.

Analysis: We saw a significant increase in parent participation in the CSPS, from 358 to 528 from 2022-23 to 2023-24.

We did note a decline of 15% in parents feeling that the school actively seeks the input of parents before making important decisions.

Actions:

- Parent Engagement Events
- Parent Surveys and Analysis of Survey Data
- Family attendance education initiatives and messaging
- Maintain participation with family organizations (e.g., ELAC, DELAC, PTO, SIPA, SSC, et cetera)

California School Parent Survey	2022-23	2023-24
Parent respondents	**358**	**528**
School actively seeks the input of parents before making important decisions. **Strongly agree/agree:**	**67%**	**52%**
Parents feel welcome to participate at this school. **Strongly agree/agree:**	**78%**	**75%**
School keeps me well-informed about school activities. **Strongly agree/agree:**	**82%**	**82%**
Attended a general school meeting:	**89%**	**88%**
This school is a supportive and inviting place for students to learn. **Strongly agree/agree:**	**79%**	**76%**
This school is a safe place for my child. **Strongly agree/agree:**	**80%**	**80%**

Priority 6: School Climate

Objective Met

Tool Used: Healthy Kids Survey 2022-23 (Baseline) to 2023-24 (672-597 respondents total)

Objective: 59% of students feel they belong to their school **Analysis:** Data Sample

	5th: 22-23	23-24	**7th:** 22-23	23-24	**9th:** 22-23	23-24	**11th:** 22-23	23-24
Number of Respondents:	26	53	174	189	231	174	241	182
School Connectedness:	67%	75%	44%	55%	49%	44%	47%	49%
Academic Motivation:	87%	89%	54%	60%	59%	54%	57%	57%
Caring Adult Relationship:	63%	75%	43%	56%	50%	48%	50%	56%
School Perceived as Safe or Very Safe:	83%	79%	39%	53%	53%	51%	60%	68%

Actions:

- MTSS training
- PBIS Training
- Implement LCAP Goal #3 and Goal #4
- SEL Professional Development

Average for all grades 2022-23 to 2023-24: **Summary Averages:**

- 52%-56% School Connectedness **57%-61%**
- 64%-65% Academic Motivation
- 52%-59% Caring Adult Relationship
- 59%-63% 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 12/1/25 http://www.caschooldashboard.org
- Prioritize gap areas
- Focus objectives on **GROWTH** in subsequent years

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)
- CUSD CA Dashboard Overview PP

Questions?

Thank you!

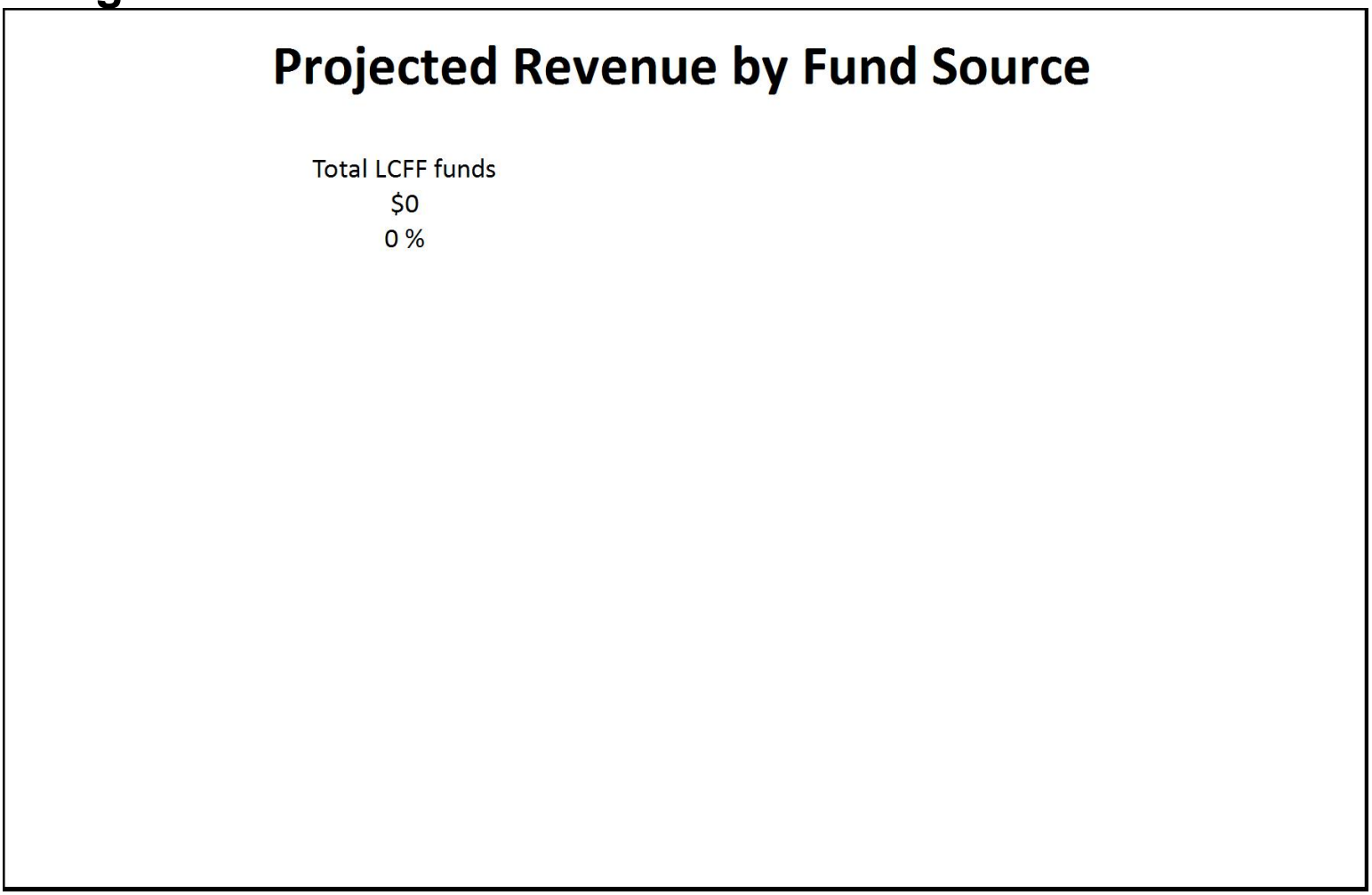
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Cabrillo Unified School District
CDS Code: 41-68890-0000000
School Year: 2025-26
LEA contact information:
Dr. Ramon Miramontes
Interim 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 2025-26 School Year

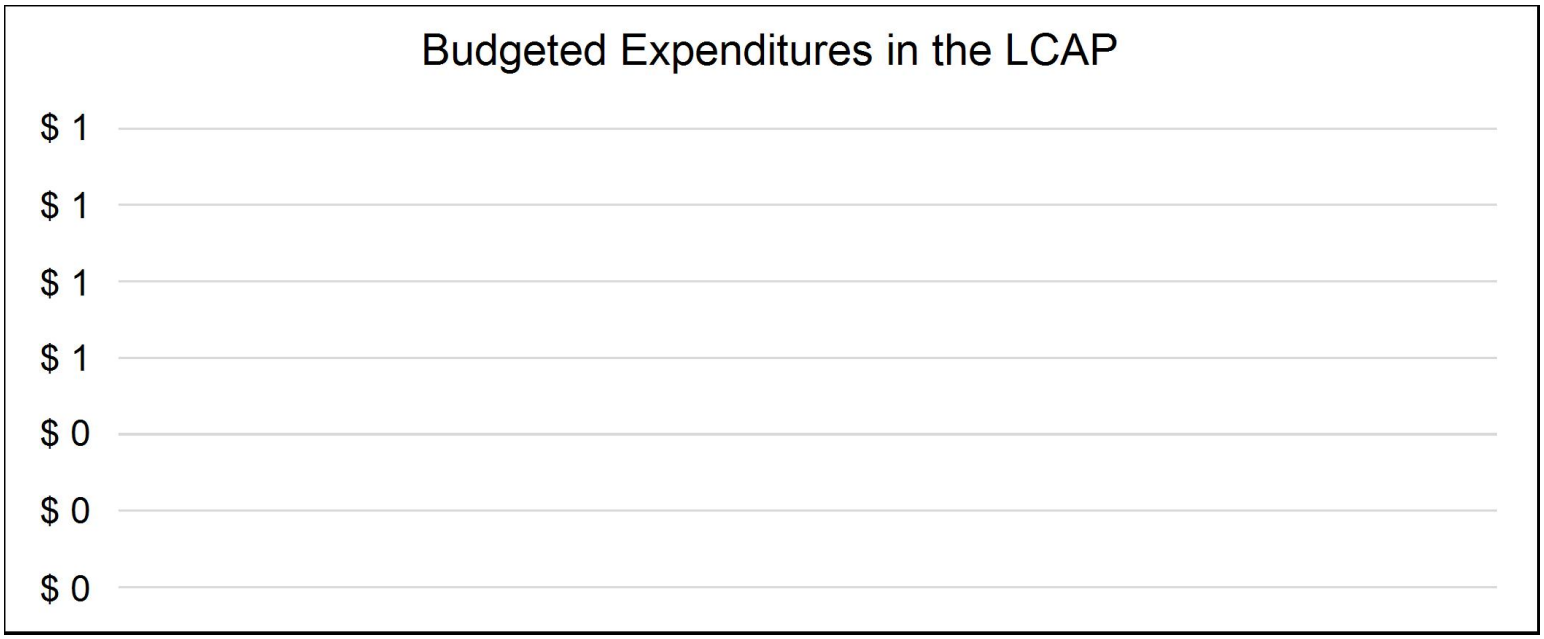


This chart shows the total general purpose revenue Cabrillo Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Cabrillo Unified School District is $, of which $ is Local Control Funding Formula (LCFF), $ is other state funds, $ is local funds, and $ is federal funds. Of the $ in LCFF Funds, $ is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Cabrillo Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

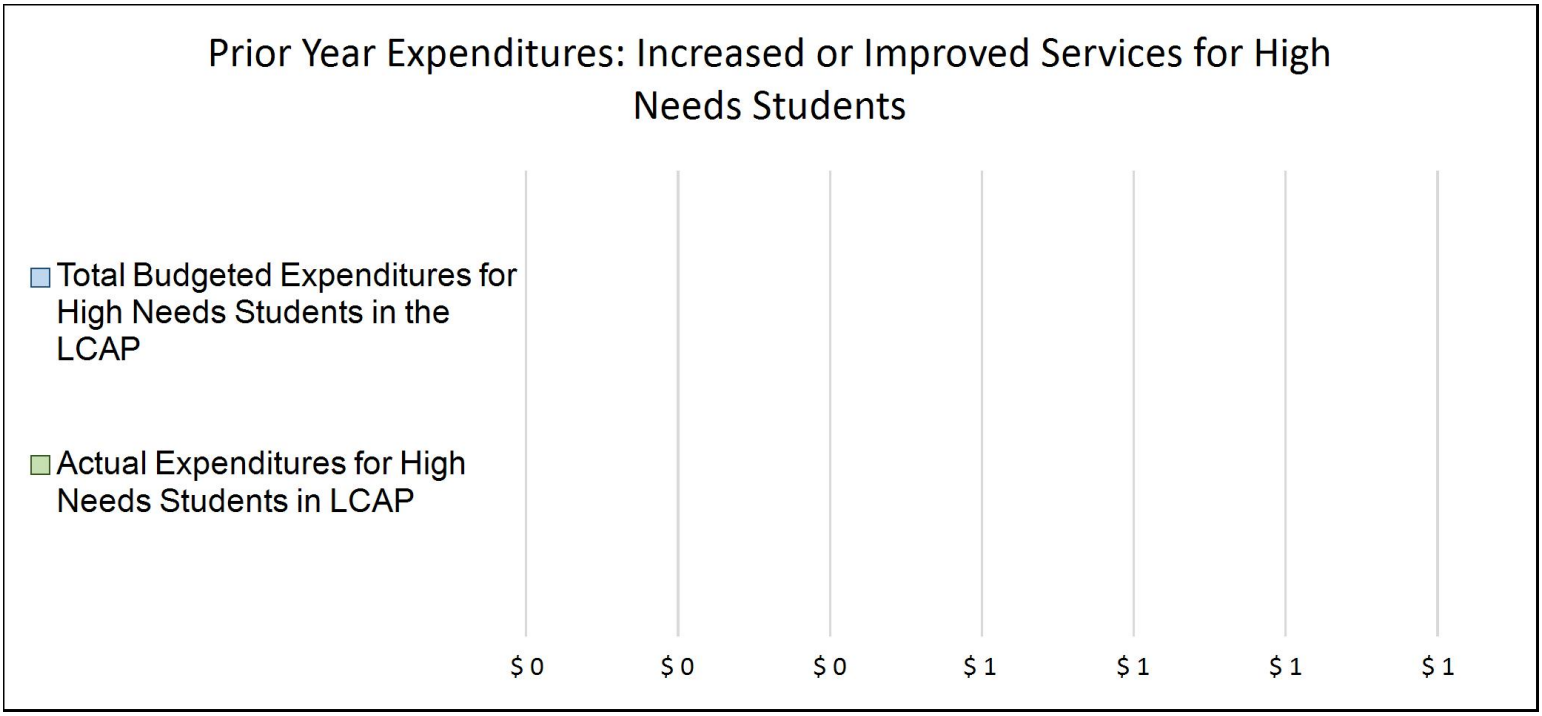
The text description of the above chart is as follows: Cabrillo Unified School District plans to spend $ for the 2025-26 school year. Of that amount, $ is tied to actions/services in the LCAP and $ is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Cabrillo Unified School District is projecting it will receive $ based on the enrollment of foster youth, English learner, and low-income students. Cabrillo Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Cabrillo Unified School District plans to spend $ towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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 2024-25, Cabrillo Unified School District's LCAP budgeted $ for planned actions to increase or improve services for high needs students. Cabrillo Unified School District actually spent $ for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Cabrillo Unified School District	Dr. Ramon Miramontes Interim Superintendent	miramontesr@cabrillo.k12.ca.us (650) 712-7100

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The Cabrillo Unified School District (CUSD) is located just south of San Francisco on the coast of San Mateo County and encompasses an area of approximately 135 square miles. During the 2024-2025 school year, our student population is a total of 2,561 Students (Source: CALPADS 1.4 Report).

Below are the demographics of our student subgroups: (Source: CALPADS 1.17 Report)
English Learners: 389 (15%)
Socio-Economically Disadvantaged: 462 (18%)

At CUSD there are 7 ethnic subgroups. Below are subgroups categories that have at least 10 students or more:
Hispanic/Latino: At CUSD there are 7 ethnic subgroups.

Below are subgroups categories that have at least 10 students or more:
Hispanic/Latino: 1,304 (50.92%)
White: 1,048 (40.92%)
Two or More Races: 140 (5.47%)
Asian: 39 (1.52%)
Filipino: 18 (0.7%)

Black/African American: 5 (0.20%)
Other: 7 (0.27 %)

CUSD serves students from preschool through adult school. We operate two preschool programs, four elementary schools, one intermediate school, one comprehensive high school, one alternative high school/continuation school, and one adult education program.

CUSD serves students from preschool through adult school. We operate two preschool programs, four elementary schools, and one intermediate school
school, one comprehensive high school, one alternative high school/continuation school, and one adult education program.

At CUSD, we have adopted an Equity Policy that is at the core of our Local Control Accountability Plan (LCAP) and all district and site-based on school improvement plans. The actions and services offered at CUSD are research-based practices that have been proven to close the achievement gap.

During the 2024-2025 school year, we also engaged in a Multi-tiered System of Support (MTSS), which is the framework that we continue to implement to ensure all students have the opportunity to be successful.
Some of our initiatives include the following:

* Implementation of a Strategic Plan for Professional Development for Certificated and Classified Staff
* English Language Development (ELD) Support
* Professional Development focused on ELA Adopted core material (Tier 1 supports)
* Interventions (Academic and Social)
* Advancement Via Individual Determination (AVID)
* Environmental Sustainability Action Plan
* Secondary Dual Enrollment and Concurrent Enrollment
* Advanced Placement, Early College, and Career Technical Education (CTE) Pathways
* Secondary Mathematics and Elementary Science Adoptions
* Dual-Enrollment
* Positive Behavior Interventions and Supports (PBIS)
* Wellness Services
* Community Liaisons and Parent Outreach
* Individualized Education Programs

To meet our LCAP goals in supporting student success, we continue to grow and strengthen partnerships with local organizations, including the Big Lift Learning Initiative, Boys and Girls Club, Chamber of Commerce, Half Moon Bay Rotary, HEAL Project, Ayudando Latinos A ɔnar (ALAS), the San Mateo Sheriff's Activities League, the Cabrillo Education Foundation, District English Learner Advisory Committee, ıd school-based Parent Teacher Organizations within our District.

ɜ Cabrillo Unified School District (CUSD) reflects on our 2024-2025 LCAP, we have seen many successes/progress using mainly our local ıalitative and quantitative data.

CA DASHBOARD DATA (2024-2025)
****
After a careful review of our CA DASHBOARD 2023-2024 data, we had great success in various indicators.

This academic school year, we will measure growth by comparing CA DASHBOARD 2022-2023 to CA Dashboard 2023-2024 data.

For CUSD "All Students", we demonstrated the following gains/successes on the following LCAP Indicators:

(1) ACADEMIC PERFORMANCE

ENGLISH LANGUAGE ARTS:

All Students
Performance Level | Yellow
25.2 points below standard
Increased 6.8 Points
Number of Students: 1,230

Hispanic
Performance Level | Orange
74.9 points below standard
Increased 4.6 Points
Number of Students: 636

Socioeconomically Disadvantaged
Performance Level | Orange
73.7 points below standard
Increased 3.9 Points
Number of Students: 533

White
Performance Level | Green
26.7 points above standard
ɔreased 3.7 Points
umber of Students: 503

vo or More Races
.8 points above standard

Increased 3.2 Points
Number of Students: 64

MATHEMATICS:

Two or More Races
Performance Level| Green
17.5 points above standard
Increased 4.9 Points
Number of Students: 64

(2) ACADEMIC ENGAGEMENT

CHRONIC ABSENTEEISM:

ALL Student
Performance Level | Yellow
15.4% chronically absent
Declined 8.4%
Number of Students: 1,659

English Learners
Performance Level | Yellow
18.5% chronically absent
Declined 7.5%
Number of Students: 401

Hispanic
Performance Level | Yellow
18.2% chronically absent
Declined 8.5%
Number of Students: 887

Socioeconomically Disadvantaged
erformance Level | Yellow
.7% chronically absent
eclined 8.1%
umber of Students: 715

Students with Disabilities
26.4% chronically absent
Declined 6.8%
Number of Students: 258

White
12.3% chronically absent
Declined 8.4%
Number of Students: 648

(3) CONDITIONS AND CLIMATE

Suspension Rate:

Long-term English Learners
Performance Level | Orange
8.9% suspended at least one day
Declined 0.6%
Number of Students: 123

Students with Disabilities
Performance Level | Yellow
5.2% suspended at least one day
Declined 1.9%
Number of Students: 442

English Learners
Performance Level | Green
3.1% suspended at least one day
Declined 0.3%
Number of Students: 514

Hispanic
Performance Level | Green
3% suspended at least one day
eclined 0.9%
umber of Students: 1,445

vo or More Races

Performance Level | Green
2.2% suspended at least one day
Declined 0.5%
Number of Students: 139

Socioeconomically Disadvantaged
Performance Level | Green
3.5% suspended at least one day
Declined 0.9%
Number of Students: 1,158

4) GRADUATION RATE

All Students
Performance Level | Green
89.4% graduated
Increased 3.2%
Number of Students: 302

English Learners
Performance Level | Yellow
76.3% graduated
Increased 6.3%
Number of Students: 38

Hispanic
Performance Level | Green
85.8% graduated
Increased 3.4%
Number of Students: 155

Long-term English Learners
Performance Level | Green
82.8% graduated
Increased 10.9%
umber of Students: 29

ocioeconomically Disadvantaged
erformance Level | Green
.5% graduated

Increased 5.7%
Number of Students: 155

Students with Disabilities
Performance Level | Green
83.9% graduated
Increased 9.5%
Number of Students: 56

White
Performance Level | Green
93.3% graduated
Increased 4.7%
Number of Students: 120

Additional data demonstrating growth is described below:

California Science Test (CAST)
All Students performed at 27.86% Proficient or Above in 2023-2024 compared to 23.96% Proficient or Above in 2022-2023. This is a 3.9% increase.

Teacher Induction Program
We continue to serve 100% of our new teachers by providing new teachers with mentorship and support through our San Mateo County Office of Education (SMCOE) new teacher induction services.
Professional Development

During the 2024-2025 school year, we engaged our staff in various types of professional development opportunities centered around equitable best practices and a Multi-Tiered System of Support (MTSS). At the elementary level, we had the opportunity to provide professional development on the Science of Reading using Dibels 8th assessment to engage in data chats were conducted for grades TK-3rd. In addition, the district-wide teaching staff was provided with additional professional development using ELD strategies to support English Learners and increase academic vocabulary.

AVID Post-Secondary Data
The percentage of AVID students who apply to post-secondary education remained at 100% (Neutral growth compared to 2023-2024)

areer Technical Education Data
e continued to enrich our current Agriculture and Natural Resources, Building, and Construction Trades, and Arts, Media, and ntertainment Pathways. We are working towards building a new Pathway under Information and Communication Technologies. Overall, our ogress can be attributed to the successful implementation of the various research-based actions and services as defined in our Strategic an.

Cabrillo Unified School District (CUSD) plans to maintain and build on this year's success through the following actions, services, and supports:
*Continue with full implementation of LCAP Actions and Services directly linked to the successes mentioned
*Provide increased access to actions and services to a larger group of students
*Increase the number of staff members receiving successful professional development opportunities
*Study and replicate successful services and actions to other actions and services that did not demonstrate similar growth

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

****
CA DASHBOARD 2024 DATA
****

ACADEMIC PERFORMANCE | English Language Arts

English Language Arts:

ALL Students
Performance Level | YELLOW
25.2 points below standard
Increased 6.8 Points
Number of Students: 1,230

Hispanic
Performance Level| Orange
74.9 points below standard
Increased 4.6 Points
Number of Students: 636

White
Performance Level| Green
.7 points above standard
creased 3.7 Points
umber of Students: 503

ocioeconomically Disadvantaged

Performance Level| Orange
73.7 points below standard
Increased 3.9 Points
Number of Students: 533

English Learners
Performance Level| Red
101.6 points below standard
Declined 4.8 Points
Number of Students: 356

Students with Disabilities
Performance Level| Red
115.2 points below standard
Declined 3.9 Points
Number of Students: 211

Two or More Races
Performance Level| Blue
48.8 points above standard
Increased 3.2 Points
Number of Students: 64

Homeless
No Performance Color
Number of Students: 2

ACADEMIC PERFORMANCE | Mathematics

ALL Students
Performance Level | Orange
60 points below standard
Maintained 1.9 Points
Number of Students: 1,233

spanic
erformance Level| Red
1.3 points below standard
aintained -1.4 Points
umber of Students: 639

White
Performance Level| Yellow
7.1 points below standard
Maintained 0.2 Points
Number of Students: 503

Socioeconomically Disadvantaged
Performance Level| Red
106 points below standard
Maintained +2.7 Points
Number of Students: 536

English Learners
Performance Level| Red
127.5 points below standard
Declined 5.4 Points
Number of Students: 363

Students with Disabilities
Performance Level| Red
148.2 points below standard
Declined 11.9 Points
Number of Students: 211

Two or More Races
Performance Level| Green
17.5 points above standard
Increased 4.9 Points
Number of Students: 64

Homeless
No performance color
Number of Students: 2

CADEMIC PERFORMANCE | College/Career

| Students
erformance Level | Green
epared 36.1%

Increased 4.3%
Number of Students: 294

Students with Disabilities
Performance Level | Orange
Prepared 5.9%
Increased 3.3%
Number of Students: 51

English Learners
Performance Level | Orange
Prepared 2.7%
Increased 2.7%
Number of Students: 37

ACADEMIC PERFORMANCE | English Learner Progress

English Learners
Performance Level | Green
46.8% making progress
Increased 6.9%
Number of Students: 308

ACADEMIC ENGAGEMENT | Chronic Absenteeism

ALL Students
Performance Level| Yellow
15.4% chronically absent
Declined 8.4%
Number of Students: 1,659

Hispanic
Performance Level| Yellow
18.2% chronically absent
Declined 8.5%
umber of Students: 887

hite
erformance Level| Yellow
.3% chronically absent

Declined 8.4%
Number of Students: 648

Socioeconomically Disadvantaged
Performance Level| Yellow
18.7% chronically absent
Declined 8.1%
Number of Students: 715

English Learners
Performance Level| Yellow
18.5% chronically absent
Declined 1.4%
Number of Students: 401

Long-Term English Learners
Performance Level | Red
23.1% chronically absent
Increased 1.1%
Number of Students: 52

Students with Disabilities
Performance Level| Yellow
26.4% chronically absent
Declined 6.8%
Number of Students: 258

Two or More Races
Performance Level| Green
9.5% chronically absent
Declined 8.9%
Number of Students: 84

Homeless
No performance color
umber of Students: 2

ONDITIONS AND CLIMATE | Suspension Rate

l students

Performance Level | Yellow
2.6% suspended at least one day
Maintained -0.1%
Number of Students: 2736

White
Performance Level | Blue
1.9% suspended at least one day
Increased 0.9%
Number of Students: 1,078

Hispanic
Performance Level | Green
3.3% suspended at least one day
Declined 0.9%
Number of Students: 1445

We are using the CA Dashboard 2023 data to highlight the areas of concern regarding Academic Performance. Cabrillo Unified School District (CUSD) will be integrating data chats through the cycle of inquiry, to develop goals focused on these areas, and strategize on how to proceed to increase in these areas. This is an opportunity for collaboration to identify, monitor, and assess the level of implementation of MTSS throughout the district to promote and improve the proficiency levels of all students. CUSD plans to maintain and build on this year's success through the following actions, services, and supports:

To Continue supporting the student's academic growth, CUSD will work collaboratively to develop a sequential plan focused on :
*Continue with full implementation of LCAP Actions and Services directly linked to the successes mentioned
*Provide increased access to actions and services to a larger group of students
*Increase the number of staff members receiving aligned professional development opportunities
*Study and replicate successful services and actions to other actions and services that did not demonstrate similar growth

Lexia Learning discontinued the Rapid Assessment for 2023-2024. In the meantime, we are sharing our 2022-2023 CAASPP results for both English Language Arts and Mathematics since they will be a focal metric in our new LCAP. Please know that for our new 2025-2027 LCAP, the data presented below will be used as our baseline data.

****
Red on CA Dashboard | Annual Performance DATA
****

NGLISH LANGUAGE ARTS (ELA) Academic Performance (Differentiated Assistance) with RED DASHBOARD INDICATORS

CUSD has improved on all the Red Dashboard Indicators from 2023, however, these indicators will continue to be monitored for 1 more year. Please see those indicators below from 2022-2023.

School sites within our LEA
*None Identified

Student Groups within the LEA
*Hispanic
*English Learners
*Homeless Youth
*Socioeconomically Disadvantaged

Student Groups within any school within the LEA
A. Hatch Elementary School
**English Learners
**Hispanic
**Students with Disabilities
**Socioeconomically Disadvantaged

B. El Granada Elementary School
**Students with Disabilities
**Socioeconomically Disadvantaged

C. Half Moon Bay High School
**Hispanic
**English Learners
**Socioeconomically Disadvantaged

D. Manuel F. Cunha Intermediate
**Hispanic
**English Learners
**Socioeconomically Disadvantaged

MATHEMATICS ACADEMIC PERFORMANCE (Differentiated Assistance) with RED DASHBOARD INDICATORS

chool sites within our LEA
lone Identified

udent Groups within the LEA
nglish Learners

*Hispanic
*Homeless Youth

Student Groups within any school within the LEA
A. EL Granada Elementary School
**Students with Disabilities

B. Half Moon Bay High School
**English Learners
**Hispanic

C. Manuel F. Cunha Intermediate
**English Learners
**Hispanic
**Socio-economically Disadvantaged

COLLEGE AND CAREER READINESS (Differentiated Assistance) with RED DASHBOARD INDICATORS

Student Groups within the LEA
*English Learners
*Students with Disabilities

Student Groups within any school within the LEA
A. Half Moon Bay High School
***English Learners
***Students with Disabilities

ENGLISH LEARNER PROGRESS (Differentiated Assistance) with RED DASHBOARD INDICATORS

Student Groups within our LEA
*English Learners

School sites within our LEA
*Hatch ES
*El Granda ES
lalf Moon Bay High School

udent Groups within any school within the LEA

Hatch Elementary School

**English Learner

B. El Granada Elementary School
**English learner

C. Half Moon Bay High School
**English Learner

SUSPENSION RATES (Differentiated Assistance) with RED DASHBOARD INDICATORS

School sites within our LEA
*None Identified

Student Groups within the LEA
*Homeless Youth
*Students with Disabilities

Student Groups within any school within the LEA
A. Half Moon Bay High School
**Students with Disabilities

B. Manuel F. Cunha Intermediate
**Students with Disabilities
**Hispanic
**Socioeconomically Disadvantaged

CHRONIC ABSENTEEISM (Differentiated Assistance) with RED DASHBOARD INDICATORS

School sites within our LEA
*Hatch Elementary School
*Farallone View Elementary School
*Kings Mountain Elementary School

Student Groups within the LEA
*All Students
*Hispanic
*Homeless Youth
*Socio-economically Disadvantaged
*White

Student Groups within any school within the LEA
A. Hatch Elementary School
**All Students
**English Learner
**Hispanic
**Socioeconomically Disadvantaged
**Students with Disabilities

B. El Granada Elementary School
**Students with Disabilities

C. Farallone View Elementary School
**All Students

D. Kings Mountain Elementary School
**All Students
**White

E. Manuel F. Cunha Intermediate
**Socioeconomically Disadvantaged

****
NARRATIVE | REFLECTION ON AREAS OF GROWTH AND HOW CUSD WILL ADDRESS IDENTIFIED NEEDS
****
For the 2023-2024 school year, we had only one student subgroup who was identified to receive differentiated assistance: Long-Term English Learners (LTELs). This is a newly added subgroup to the dashboard, and this group of students has a high and increasing (by 1.1%) chronic absence number of 23.1%. This also reflects a much lower population of LTELs due to Cabrillo's reclassification efforts: We reduced the LTEL subgroup from 81 students at Cunha Intermediate (the only grade levels that are included) in 2023 to 52 in 2024. That's a 29% drop. In addition the absolute number of chronically absent LTELs dropped from 15 to 12, which is a 20% drop. But because the rate of change for reduction in Chronic LTELs was not as great as the rate of reclassification or departure of LTELs in general, the percentage gap widened from 22.2 to 23.1, giving us a .9% INCREASE in the Dashboard calculation for Chronic LTEL status.

CUSD left differentiated assistance status for the following subgroups: Hispanic (posted gains in ELA, Math, and a decline in Chronic Absenteeism); SED (posted a gain in ELA, maintained in Math, and a decline in Chronic Absenteeism); ELs (posted small declines in ELA and Math, an increase in ELPI, and an increase in College and Career preparation); Homeless (No dashboard color due to low numbers of identified homeless students); SWDs (decline in the Suspension Rate, and an increase in College and Career preparation).

CUSD will continue to monitor these groups, regardless of DA status. And while we have had most subgroups removed, we still see declines in ELs and SWDs in ELA and Math. Our largest gains were in Chronic Absenteeism, with the exception of the LTEL group. CUSD is continuing its work in literacy as detailed below. The development of site Attendance Teams and nudge letters, along with positive postcards through PowerSchool, and a streamlined and supportive SARB process, have made strong inroads into educating families and students as tot he importance of regular attendance. The expansion of our district-wide Restorative Justice Program has shifted the approach in sites from exclusionary discipline to community and restorative circles.

Analysis of 2022-23:

After a close analysis of the CA Dashboard Data, the California Assessment of Student Performance and Progress (CAASPP), Differentiated Assistance indicators, and other local data metrics, Cabrillo Unified School District (CUSD) would like to highlight areas of growth.

In English Language Arts, using the CA Dashboard data which uses CAASPP data as a measure of growth, the following students declined in performance: All Students, Hispanic, White, Socioeconomically Disadvantaged, English Learners, and Homeless. Students with Two or More Races maintained status.

In Mathematics, using the CA Dashboard data which uses CAASPP data as a measure of growth, the following students declined in performance: Hispanic, English Learners, and Homeless.

Our subgroups with significant Chronic Absenteeism are All Students, Hispanic, Homeless Youth, Socioeconomically Disadvantaged, and White.

Student subgroups with high suspension rates are Students with Disabilities at Half Moon Bay High School and Manual F. Cunha Intermediate, Students with Disabilities, Hispanic, and Socioeconomically Disadvantaged students.

At CUSD, the most vulnerable student subgroups are Hispanic, Socioeconomically Disadvantaged, English Learners, and Homeless students who showed a significant decline in a combination of indicators including English Language Arts, Mathematics, high suspension, and high chronic absenteeism rates.

Some of our initiatives to address our areas of growth in English Language Arts are as follows: Literacy Block (K-5), Literacy Initiative, Implementation of Science of Reading, Literacy Professional Development, Full Implementation of adopted ELA curriculum (TK-12th), and ntinued ELA and ELD Intervention Specialist (TK-8th).

address chronic absenteeism, CUSD will ensure that our attendance staff at all sites are actively and frequently engaged with families of udents with high chronic absenteeism rates. In addition, our team will streamline the School Attendance Review Board (SARB) process to

access district and county resources for families. In addition, we will create attendance teams at every site to focus on the root causes of absenteeism for students. Lastly, we will increase the education of families to ensure they understand the importance of attendance.

Regarding our need to decrease Suspension rates, in collaboration with district leaders, sites will develop expanded alternatives to exclusionary discipline programs. This includes the expansion of alternatives to suspensions for Alcohol Tobacco and Other Drugs (ATOD) as well as the continued expansion of restorative practices and restorative justice strategies for improving student behavior at all sites.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Cabrillo Unified School District (CUSD) has received technical assistance from our amazing San Mateo County Office of Education (SMCOE) partners to support our work with Differentiated Assistance, particularly for English Language Arts Academic Performance, Mathematics Academic Performance, and College and Career Awareness.

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English Language Arts Academic Performance

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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. Our 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.

San Mateo County Office of Education (SMCOE) is supporting our work by training our site and district teams on how to utilize tools, including the principles of Improvement Science, to use data, develop goals, and implement research-based practices to close the English Language Arts Academic Performance gaps.

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Mathematics Academic Performance

****

his goal was confirmed through our engagement with educational partners. The importance of Mathematics Academic Performance was peatedly emphasized during feedback sessions and throughout survey data. In addition, the need to increase professional development cused on Mathematics best practices in mathematics was highlighted. As we work on increasing Math Academic Performance we will nsure 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 (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:

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 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.

San Mateo County Office of Education (SMCOE) is supporting our work by training our site and district teams on how to utilize tools, including the principles of Improvement Science, to use data, develop goals, and implement research-based practices to close the Mathematics Academic Performance gaps.

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College and Career

****

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 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.

San Mateo County Office of Education (SMCOE) is supporting our work by training our site and district teams on how to utilize tools, including the principles of Improvement Science, to use data, develop goals, and implement research-based practices to our College and Career opportunities for students.

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Chronic Absenteeism

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Through Improvement Science training provided by the San Mateo County Office of Education (SMCOE), our team has engaged in a systematic and evidence-based approach to quality improvement which includes, data analysis tools, PDSA (Plan Do Study Acts) Cycles, and student-centered decision making. Data Analysis supports, an Inquiry to decrease our Chronic Absenteeism rates.

San Mateo County Office of Education (SMCOE) is supporting our work by training our site and district teams on how to utilize tools, including the principles of Improvement Science, to use data, develop goals, and implement research-based practices to decrease our Chronic Absenteeism rates. Initiatives through Student Services to create attendance teams, enhanced communication with families about attendance, positive postcards and nudge letters, and a mor robust

****
OTHER
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We have also received technical assistance to support programs not limited to Visual Arts and Performing Arts (VAPA), Multilingual Services, Mathematics, Accountability, Data and Assessments, and Career Technical Education (CTE).

San Mateo County Office of Education (SMCOE) is supporting our work by training our site and district teams on how to utilize tools, including the principles of Improvement Science, to use data, develop goals, and implement research-based practices to implement Common Core State Standards and special programs.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Not applicable. Cabrillo Unified School District (CUSD) is not identified as a Comprehensive Support and Improvement (CSI) school district.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not applicable. Cabrillo Unified School District (CUSD) is not identified as a Comprehensive Support and Improvement (CSI) school district.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not applicable. Cabrillo Unified School District (CUSD) is not identified as a Comprehensive Support and Improvement (CSI) school district.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
DELAC Meeting (Parents & Community Members) | 4.09.2025 @6:00 pm	A comprehensive presentation was developed to articulate the purpose of the meeting and actively engage all educational partners in contributing their ideas and suggestions for the development of the Local Control and Accountability Plan (LCAP). The targeted educational partners were notified about the meeting through coordinated phone blasts and emails. The ELPAC Meetings were conducted in person to accommodate the needs of our English Learner families and maximum participation. Each presentation concluded with a dedicated slide for final notes, providing educational partners with the opportunity to voice their ideas and suggestions. The feedback collected during these sessions was meticulously documented by the presenter. These collected insights have been compiled and integrated into the development of our new LCAP, ensuring that the plan reflects the collective input and priorities of our educational community.
Educational Partner Meeting (Parents and Community Members) | 3.13.2025 @ 10:00 am	A comprehensive presentation was developed to articulate the purpose of the meeting and actively engage all educational partners in contributing their ideas and suggestions for the development of the Local Control and Accountability Plan (LCAP). The targeted educational partners were notified about the meeting through coordinated phone blasts and emails. Meetings were conducted both virtually via Zoom and in-person to accommodate various preferences and ensure maximum participation.

Educational Partner(s)	Process for Engagement
	Each presentation concluded with a dedicated slide for final notes, providing educational partners with the opportunity to voice their ideas and suggestions. The feedback collected during these sessions was meticulously documented by the presenter. These collected insights have been compiled and integrated into the development of our new LCAP, ensuring that the plan reflects the collective input and priorities of our educational community.
Educational Partner Meeting (Parents and Community Members) | 3.12.2025 @ 5:00pm	A comprehensive presentation was developed to articulate the purpose of the meeting and actively engage all educational partners in contributing their ideas and suggestions for the development of the Local Control and Accountability Plan (LCAP). The targeted educational partners were notified about the meeting through coordinated phone blasts and emails. Meetings were conducted both virtually via Zoom and in-person to accommodate various preferences and ensure maximum participation. Each presentation concluded with a dedicated slide for final notes, providing educational partners with the opportunity to voice their ideas and suggestions. The feedback collected during these sessions was meticulously documented by the presenter. These collected insights have been compiled and integrated into the development of our new LCAP, ensuring that the plan reflects the collective input and priorities of our educational community.
Expanded Learning Opportunities Program (Parents & Community Members) | 3.27.25 @ 5:00 pm	A comprehensive presentation was developed to articulate the purpose of the meeting and actively engage all educational partners in contributing their ideas and suggestions for the development of the Local Control and Accountability Plan (LCAP). The targeted educational partners were notified about the meeting through coordinated phone blasts and emails. Meetings were conducted in person to accommodate the needs of our expanded learning families. Each presentation concluded with a dedicated slide for final notes, providing educational partners with the opportunity to voice their ideas and suggestions. The feedback collected during these sessions was

Educational Partner(s)	Process for Engagement
	meticulously documented by the presenter. These collected insights have been compiled and integrated into the development of our new LCAP, ensuring that the plan reflects the collective input and priorities of our educational community.
CSEA Meeting (Classified Staff/ School Personnel) | 4.10.2025 @ 1:30 pm	A comprehensive presentation was developed to articulate the purpose of the meeting and actively engage all educational partners in contributing their ideas and suggestions for the development of the Local Control and Accountability Plan (LCAP). The targeted educational partners were notified about the meeting through coordinated phone blasts and emails. Meetings were conducted both virtually via Zoom and in-person to accommodate various preferences and ensure maximum participation. Each presentation concluded with a dedicated slide for final notes, providing educational partners with the opportunity to voice their ideas and suggestions. The feedback collected during these sessions was meticulously documented by the presenter. These collected insights have been compiled and integrated into the development of our new LCAP, ensuring that the plan reflects the collective input and priorities of our educational community.
CUTA Meeting (Certificated Staff/Teachers) | 05.06.2025 @ 2:00 pm	A comprehensive presentation was developed to articulate the purpose of the meeting and actively engage all educational partners in contributing their ideas and suggestions for the development of the Local Control and Accountability Plan (LCAP). The targeted educational partners were notified about the meeting through coordinated phone blasts and emails. Meetings were conducted both virtually via Zoom and in-person to accommodate various preferences and ensure maximum participation. Each presentation concluded with a dedicated slide for final notes, providing educational partners with the opportunity to voice their ideas and suggestions. The feedback collected during these sessions was meticulously documented by the presenter. These collected insights have been compiled and integrated into the development of our new

Educational Partner(s)	Process for Engagement
	LCAP, ensuring that the plan reflects the collective input and priorities of our educational community.
Educational Partner Meeting (Parents of students with Individual Education Plans) | 03.10.2025 @ 4:00 pm	A comprehensive presentation was developed to articulate the purpose of the meeting and actively engage all educational partners in contributing their ideas and suggestions for the development of the Local Control and Accountability Plan (LCAP). The targeted educational partners were notified about the meeting through coordinated phone blasts and emails. Meetings were conducted both virtually via Zoom and in-person to accommodate various preferences and ensure maximum participation. Each presentation concluded with a dedicated slide for final notes, providing educational partners with the opportunity to voice their ideas and suggestions. The feedback collected during these sessions was meticulously documented by the presenter. These collected insights have been compiled and integrated into the development of our new LCAP, ensuring that the plan reflects the collective input and priorities of our educational community.
Special Education Local Plan Area (SELPA) Monthly Meeting | 02.28.2025, 03.28.2025 & 04.28.2025	At each SELPA meeting topics and presentations were focused on all LCFF priority areas. The purpose of these meetings was for Administrative Counsel members to engage productively in opportunities for the development of goals and actions for specific priorities area being developed in each district's LCAP. The Director of Educational Support Services attended both meetings and provided notes to the district team.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

At Cabrillo Unified School District (CUSD), we are committed to engaging a broad and diverse group of stakeholders in the development of our Local Control and Accountability Plan (LCAP).

ur stakeholder group includes site parent leaders, representatives of families with English learner students, classified and certificated union aders and staff, as well as site and district administrators. Through a series of LCAP input meetings and comprehensive surveys conducted roughout the year, we have collected meaningful qualitative data that reflects the perspectives and priorities of our school community.

This stakeholder input has played a critical role in informing the development of our goals, metrics, actions, and budgeted expenditures, ensuring alignment with the needs of our students and families. The following actions have been directly influenced by this community-driven feedback.

Alignment of LCAP Goals with Community Feedback

***Goal 1:

Action 1.1: Implementation of early literacy and intervention programs.
Action 1.2: Early Literacy Efforts for Broader Academic Readiness
Action 1.2A | Increase professional learning to deepen understanding of equity concerns and cultural competence for all educators

Action 1.1E: Provide academic interventions and enrichment opportunities during and/or after regular school hours

Action 1.1F: Evolve high school academic programs and processes to increase opportunities and participation in courses of high interest and value to students

Action 1.3A: Continue training staff on best practice models of first instruction in the classroom to lower need for intervention later

Action 1.3B: Provide staff with culturally responsive curricula and materials to support inclusive and supportive learning environments

***Goal 2:
Action 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

Action 2.1B: Increase teacher training and monitor the use of classroom ELD Strategies to support students with Designated and Integrated ELD

Action 2.1D: Integrate culturally relevant enrichment programs and wellness supports into core curricula

***Goal 3:

Action 3.1B: Utilize measurement and monitoring systems in the areas of Behavior, Social Emotional Learning, Mental Health, and Academics to guide ongoing services

ction 3.1E: Implement a PK-12th MTSS tiered plan of staff and student support, providing standardized intervention strategies designed to nhance core instruction and serve student needs

Action 3.2A: Continue implementation of Positive Behavior Intervention Support (PBIS), Multi-Tiered System of Supports (MTSS), and Pyramid Framework for PK-12 (5.1)Action

3.2B: Implement evidence-based Social Emotional Learning (SEL) programs and curriculum in grades PK-12 to support student well-being

Action 3.2C: Provide access to direct school-based mental health counseling programs that are evidence-based to help support student engagement and well-being
(LCAP 4.1)

Conclusion
By aligning our LCAP goals with community feedback, we are fostering a more supportive and effective educational environment that prioritizes the needs of all students. The collaborative efforts and insights from our stakeholders have been pivotal in shaping our strategic actions, ensuring that we address the specific needs and challenges faced by our diverse student population.

We have included the following engagement meeting and the dates that these pertinent stakeholder groups met with CUSD personnel and provided valuable information:

LCAP INPUT MEETINGS 2024-2025

-Educational Partner Meeting (parents of students with Individual Education Plans) | 03-10-2025 @ 4:00 pm
-Educational Partner Meeting (CUSD Families & Community) | 3-12-2025 @ 5:00 pm
-Educational Partner Meeting (CUSD Families & Community) | 3-13-2025 @ 10:00 am
-Educational Partners Meeting (Parents and Community of Extended Learning Program) | 3-27-2025 @ 5:00 pm
-DELAC Meeting (Parents & Community Members) 4-09-2025 @ 6:00 pm
-CSEA Meeting (Classified Staff/ School Personnel) | 4-10-2025 @ 1:30 pm
-Educational Partner Meeting (CUTA Teaching staff) | 5-6-2025 @ 2:00 pm

We have obtained qualitative data from meetings (online via Zoom and/or in-person) and various surveys pertinent to our district goals and services.
The information we obtained fell under the following categories:

eedback from Sessions
CAP Input Meetings 2024–2025

ducational Partner Meeting (Parents of Students with Individualized Education Plans) 03/10/2025 @ 4:00 PM

In-person speech services are preferred; virtual sessions do not meeting student needs.

Additional classrooms are needed that align with the specific needs of students with disabilities.

Increase the use of alternatives to suspension that emphasize emotional and behavioral support.

Provide students with more tools and strategies to manage social interactions.

Continue building teacher capacity in redirecting behavior through training and coaching.

Strengthen behavioral support programs across all sites.

Expand summer school programming for students with special needs, with a focus on preventing academic regression.

Offer tutoring and resources during summer school to support continued learning.

Provide more structured, hands-on learning opportunities.

Address ongoing provider turnover; families are concerned about continuity of services.

Ensure in-person service providers are available across all school sites.

Foster more engaging and joyful learning environments for students with IEPs.

omote active, hands-on, and student-centered learning experiences.

eate diverse academic pathways across all grade spans—elementary, middle, and high school.

Provide additional training for teachers on hands-on strategies and the use of manipulatives.

Increase access to long-term, ongoing mental health counseling beyond the current session-limited model.

Hire more on-site counselors for consistent student support.

Classrooms need more manipulatives to support diverse learning styles.

Engage students with special needs in STEM curriculum and problem-solving tasks.

Expand district interventions to reduce the need for private school placements.

*Educational Partner Meeting (CUSD Families & Community)
03/12/2025 @ 5:00 PM

Strengthen math and language arts instruction to boost student performance.

Continue mental health supports for all students.

Maintain positive momentum around social-emotional learning (SEL).

Continue efforts to address and reduce chronic absenteeism.

*Educational Partner Meeting (CUSD Families & Community) 03/13/2025 @ 10:00 AM

Sustain early literacy efforts and culturally responsive classrooms to prepare students for college and career.

Increase focus on diversity and inclusion across academic programs.

Use inclusive practices to enhance academic achievement.

Create innovative, culturally relevant pathways to meet student interests and backgrounds.

Ensure equitable and fair practices for all students.

Deepen family engagement strategies to better reflect the diversity of the community.

Strengthen partnerships with CSM and maintain college/career pathways at HMBHS.

Develop cross-cultural, multi-grade academic pathways, starting in elementary school.

*DELAC Meeting (Parents & Community Members) 04/09/2025 @ 6:00 PM
Many leadership changes in recent years; families request stable leadership.

School administrators should speak Spanish to build trust with the Latino community.

ontinue the reading program—families report that it is making a difference.

Launch a structured math intervention program as well.

Ensure a school nurse is available to handle minor health needs on campus.

Employ reading specialists to assist struggling readers.

Principals should actively engage with families and build strong community ties.

Open summer school to more students who are interested in participating.

Assign a counselor to each school to ensure student well-being.

Increase the number of instructional aides to support student learning.

Strengthen reading and math support in classrooms.

Expand summer offerings to include enrichment and alternate programs for those not enrolled in the main summer program.

Teachers should be available to directly support students struggling in reading, writing, or math.

*CSEA Meeting (Classified Staff/School Personnel)
04/10/2025 @ 1:30 PM

llocate resources to support student success in math at all grade levels.

nsure equitable intervention services at every school site.

Support classroom teachers with more counselors and therapists for student behavioral needs.

Provide more paraprofessional support in special education.

Remote speech therapy services are not meeting student needs.

Hire more bilingual paraprofessionals to support diverse learners.

Clean campuses foster a productive, positive learning environment.

Offer professional development to classified staff to build their math support skills.

Focus on early math and reading instruction in the lower grades.

Continue efforts to reduce absenteeism districtwide.

Provide parent education around appropriate technology use for students.

*Educational Partner Meeting () 04/27/2025 @ 5:00 PM

The district must prepare students for a competitive future; academic programs should reflect that standard.

Many HMB families choose private schools; enhanced academic offerings could help retain students.

Advanced programs should be reinstated; all students benefit when challenged.

Increase parent engagement opportunities and communicate services more effectively.

Provide PD for teachers using local data to improve instruction.

Help parents learn how to support student learning and navigate the school system.

Reassess the aggressive approach to attendance; instead, focus on academic support services.

Ensure students receive timely academic support—interventions should not come too late.

Teacher and staff compensation remains a key factor in job satisfaction.

Improve information flow to families; build a sense of community and belonging at every site.

Parents should be notified not only about absences but also when students are academically at risk.

Happy and supported teachers are critical to meaningful student engagement.

Develop a progress monitoring system that triggers timely support for struggling students.

Educational Partner Meeting (CUTA Teaching staff) | 5-6-2025 @ 2:00 pm

LA - Reading Intervention is important.

eading Intervention at HS and MS.

Students struggle with reading comprehension and the retention of information/material.

Student skills need improvement, especially in HS and MS.

Supplemental reading to help students. Reading is important bc if students struggle with reading, they will struggle with reading across content areas

ELD - HS and MS, our ELD teachers rotate every few years.

How to bring stability? Can we support a long-term ELD department chair?

Increase training. Develop ongoing curricular programs and, when we hire or place ELD leads, let's increase training for these positions Ex: We had an ELD bookroom

The AVID Program is impressive and supports our students with organizational skills, and students communicate with teachers to obtain makeup work.

Reading comprehension needs to be a focus for elementary students. There has been a bit of focus on phonics, and we also need to integrate reading comprehension and writing.

Students need to synthesize the reading verbally and through writing.

Math literacy TK-Algebra

Ex-Plot…math vocabulary and key concepts is not aligned with elementary and middle school

This becomes difficult for our EL students

We may want to revisit PD in Mathematics

*Special Education Local Plan Area (SELPA) Monthly Meeting | 02/28/2025, 03/28/2025 & 04/28/2025 at San Mateo County Office of Education

each SELPA meeting topics and presentations were focused on all LCFF priority areas. The purpose of these meetings was for Administrative Counsel members to engage productively in opportunities for the development of goals and actions for specific priorities area

being developed in each district's LCAP. The Director of Educational Support Services attended both meetings and provided notes to the district team.

Stakeholder Engagement and Alignment to Strategic Priorities
The Cabrillo Unified School District's Local Control and Accountability Plan (LCAP) has been intentionally designed to reflect the voices and priorities of our diverse stakeholder groups. The majority of actions and services—especially those funded through the LCFF supplemental allocation—were directly informed by the themes that consistently emerged during community engagement. These actions were selected based on their evidence of effectiveness, fiscal feasibility, and potential for successful implementation.

Our Strategic Plan, which is aligned to LCAP goals, integrates community feedback and responds to stakeholder-identified priorities across the following four domains:

Academic Improvement

Focus on Equity

Whole Child Supports

District Sustainability

This alignment ensures that our LCAP is not only a compliance document, but a living plan that drives equitable and impactful outcomes across the district. The following themes emerged most frequently through stakeholder feedback and are reflected throughout the goals, actions, and services of our plan:

1. Academic Achievement and Intervention
Literacy:

Strong support for expanding early literacy programs, structured reading interventions, and supplemental phonics and comprehension supports across TK–12.

Widespread interest in hiring additional reading specialists and offering targeted tutoring—both during the academic year and summer—to mitigate learning loss.

athematics:

ear demand for a districtwide math intervention framework beginning in the early grades and extending through Algebra.

Stakeholders requested targeted professional development for educators in math instruction, with a focus on consistent use of mathematical vocabulary and manipulatives.

STEM & Enrichment:

Calls to expand access to hands-on, project-based STEM learning experiences at all grade levels.

Desire to reinstate or create accelerated academic pathways to challenge and retain students.

2. Special Education and Inclusive Practices
Continuity and Capacity:

Families and staff emphasized the importance of reducing provider turnover and maintaining consistent in-person services (e.g., speech, OT, BCBA, counseling) at every school site.

Requests for increased paraprofessional and bilingual staff to better support diverse learners.

Behavioral and Social-Emotional Support:

Strong advocacy for alternatives to suspension, including restorative practices and positive behavior supports.

Increased access to long-term mental health services and a full-time counselor at each school were widely supported.

Program Accessibility:

Calls to expand Extended School Year (ESY) services and tutoring opportunities for students with disabilities.

Ensure that classrooms are fully equipped with manipulatives and learning tools to support multiple modalities of instruction.

3. Equity, Diversity, and Family Engagement
Culturally Responsive Practices:

ommunity members advocated for deeper integration of diversity, equity, and inclusion in curriculum, programming, and family engagement ategies.

rong desire for increased Spanish-language accessibility and Spanish-speaking administrators to build trust with Latinx families.

Access and Fairness:

Emphasis on equitable access to academic supports, interventions, and enrichment opportunities across all school sites.

Recommendation to introduce culturally relevant college and career exploration starting in elementary school.

Communication and Partnership:

Stakeholders requested more consistent, timely two-way communication—especially regarding attendance, academic risk, and district services.

Interest in family education opportunities to support student learning and improve navigation of school systems.

4. Attendance and School Climate
Chronic Absenteeism:

The community supports a continued focus on reducing chronic absenteeism while emphasizing the importance of providing strong academic and emotional supports for students with poor attendance.

Safe and Clean Environments:

Desire to maintain clean, safe, and well-resourced learning environments—including adequate staffing of health personnel such as nurses and aides.

Engagement and Belonging:

Suggestions to implement a system that proactively monitors student progress and triggers timely interventions to help families and students feel more connected to their school community.

5. Professional Development and Staffing
Teacher and Staff Excellence:

oad consensus on the need to invest in ongoing, targeted professional development focused on early literacy, math instruction, behavior anagement, and inclusive practices.

mphasis on stabilizing key instructional leadership roles, such as English Learner (EL) program coordinators or department chairs.

Classified and Support Staff:

Stakeholders advocated for professional learning opportunities for classified staff, including instructional aides and paraprofessionals, particularly in the areas of math, reading, and behavioral support.

Support for improving compensation and working conditions to boost recruitment and retention.

6. Extended Learning and Enrichment
Summer Programming:

Community members requested expanded summer offerings—academic and enrichment-based—to support a broader range of students and prevent learning regression.

Before- and After-School Tutoring:

Strong support for accessible before- and after-school academic interventions, including partnerships with community-based organizations (e.g., College of San Mateo).

7. College and Career Readiness
Pathway Development:

Calls to strengthen AVID, CTE, and college partnerships to support student transitions and readiness.

Emphasis on expanding dual-enrollment and work-based learning opportunities at Half Moon Bay High School.

Competitive Edge:

Stakeholders highlighted the importance of ensuring our academic offerings remain competitive with private and charter school alternatives by aligning with future workforce expectations.

Data and Accountability
etrics and Monitoring:

ngoing demand for transparent, data-informed decision-making and timely progress monitoring to support continuous improvement.

Budget Alignment:

Expectation that LCAP expenditures remain rooted in evidence-based strategies, with fiscal alignment to community-identified needs and priorities.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	ACADEMIC IMPROVEMENT 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.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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.

==========
Red Dashboard Indicator | Required action detail explanation
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This goal was validated through our extensive engagement with educational partners and the broader community. Cabrillo Unified School District has been working collaboratively with our educational partners to develop a new Strategic Plan that encompasses new core values, ision, and strategic priorities. This year-long process has involved robust engagement with parent groups, parent-staff governance mmittees, district leadership, and surveys. We have communicated transparently that the feedback collected will directly shape our new cal Control Accountability Plan (LCAP).

The importance of academic performance among all students was consistently emphasized during feedback sessions and throughout survey data. There is a clear need to increase student achievement through basic services and targeted, best-practice instruction aligned with state standards. Given that English Language Arts and Mathematics academic performance represent areas of concern, our district will specifically focus on student engagement to improve outcomes across all identified subgroups.

In addition, it is equally important for our students for college and careers to be repeatedly emphasized during feedback sessions and throughout survey data. The actions described below will also increase professional learning to deepen understanding of equity concerns and cultural competence for all educators to ensure that our students are prepared for college and careers.

****
CA Dashboard | English Language Arts Performance
****

School sites within our LEA with Reds on the Dashboard
N/A

Student Groups within the LEA
English Learners
Long Term English Learners
Students with Disabilities

Student Groups within any school within the LEA

A. Hatch ES
English Learners
Hispanic
Students with Disabilities
Socioeconomically Disadvantaged

B. Half Moon Bay High
English Learners
Socioeconomically Disadvantaged
Students with Disabilities

Cunha MS
nglish Learners
ong-Term English Learners
udents with Disabilities

Furthermore, Actions 1.1 and 1.2 in this LCAP Goal 1 address the requirement to include specific actions within the LCAP for any LEAs with 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.

As mentioned in Actions 1.1 and 1.2, CUSD will implement intensive language acquisition programs tailored specifically for English learners who are struggling with ELA and mathematics. These programs will focus on integrating language development with academic content, ensuring that students can improve their English proficiency while simultaneously gaining a stronger grasp of the subject matter. We will take a focused approach designed to address the root causes of underperformance highlighted by the red indicators.

To improve ELA and Math outcomes for our English learners, CUSD will introduce targeted intervention programs that provide additional instructional time and personalized support. These interventions will include small-group tutoring, after-school programs, and summer learning opportunities designed to reinforce key concepts and skills in both subjects. By providing focused and sustained academic support, we aim to elevate the performance of our English learners.

CUSD will leverage data-driven instruction to closely monitor the progress of our English learners in ELA and Mathematics. Regular assessments and data analysis will inform instructional strategies and allow for timely adjustments to meet the specific needs of students. Teachers will receive professional development in using data to identify learning gaps and implement effective interventions.

****
CA Dashboard - Mathematics Performance
****

Actions 1.1A,1.1E,1.1F,1.2D,1.3A, and 1.3B, in this LCAP Goal 1 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:

School sites within our LEA with Reds on the Dashboard- Math Academic Performance

Student Groups within the LEA
English Learners
Long-Term English Learners
Socioeconomically Disadvantaged
Students with Disabilities

Student Groups within any school within the LEA

alf Moon Bay High
nglish Learners
udents with Disabilities

Cunha MS
Long-Term English Learners

Hatch ES
English Learners
Students with Disabilities

To improve math outcomes for our English learners, Hispanic students, homeless youth, and students with disabilities, Cabrillo Unified School District (CUSD) will implement targeted interventions that provide additional instructional time and personalized support. These interventions will include small-group tutoring, after-school programs, and summer learning opportunities designed to reinforce key concepts and skills in both subjects. By offering focused and sustained academic support, we aim to elevate the performance of all our subgroups. Emphasizing the importance of implementing the adopted curriculum effectively will be a priority as we support our teaching staff in delivering high-quality instruction from the outset.

CUSD will leverage data-driven instruction to closely monitor the progress of all our students in ELA and Mathematics. Regular assessments and data analysis will inform instructional strategies and allow for timely adjustments to meet the specific needs of students. Teachers will receive professional development on using data to identify learning gaps and implement effective interventions. Data Chats will provide our teaching staff the opportunity to collaborate and share effective instructional strategies, while principals will plan targeted professional development that is personalized based on grade-level needs

****
CA Dashboard - College and Career Readiness
****

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:

Student Groups within the LEA with Reds on the Dashboard for College/Career

N/A

Student Groups within any school within the LEA- College/ Career

N/A

oviding credit recovery opportunities for high school students is one strategy that has improved our College/Career indicator. We will ntinue to support these efforts and ensure that we maintain well-established lines of communication with our families and staff.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of high school students in 12th grade completing UC/CSU "a-g" requirements and CA Dashboard College and Career Indicator	2022-2023 Data UC/CSU "a-g" requirements *All Students 38% *English Only 44% *English Learner 11% *White 45% *Hispanic 31 % *Students with Disabilities 2% *Socio-Economically Disadvantaged 15% source: PowerSchool CA Dashboard College and Career Indicator *31.7% prepared out of 271 students source: CA Dashboard	2023-2024 Data DATA to be inserted in June		2025-2026 Data UC/CSU "a-g" requirements *All Students 44% *English Only 50% *English Learner 17% *White 51% *Hispanic 37% *Students with Disabilities 8% *Socio-Economically Disadvantaged 21% source: PowerSchool CA Dashboard College and Career Indicator *37.7% prepared out of total 2 students source: CA Dashboard	2023-2024 Data DATA to be inserted in June

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	% of K-3rd grade students demonstrating proficiency on the Dibels 8th Assessment	2023-2024 Dibels 8th (Reading Data) End of Year Data Students demonstrating proficiency at grade level. Kindergarten: 39% 1st Grade: 50% 2nd Grade: 53% 3rd Grade: 49% source: DIBELS 8 Data	2024-2025 Dibels 8th (Reading Data) Data to be inserted in June		2026-2027 Dibels 8th End of Year Data Students demonstrating proficiency at grade level will increase to the following percentages: Kindergarten: 54% 1st Grade: 65% 2nd Grade: 68% 3rd Grade: 64% source: DIBELS 8 Data	2024-2025 Dibels 8th (Reading Data) Data to be inserted in June
1.3	% of 3rd, 7th, and 11th grade student at proficient or above on the CAASPP ELA/Math	2022-2023 Data ENGLISH LANGUAGE ARTS CAASPP Proficient and Above ALL STUDENTS 3rd - 44% 7th - 40% 11th - 41% ENGLISH ONLY 3rd - 63% 7th - 59% 11th -56%	2023-2024 Data ENGLISH LANGUAGE ARTS CAASPP Proficient and Above ALL STUDENTS 3rd - 42% 7th - 41% 11th - 46% ENGLISH ONLY 3rd - 56% 7th - 54% 11th -62%		2025-2026 Data ENGLISH LANGUAGE ARTS CAASPP Proficient and Above ALL STUDENTS 3rd - 50% 7th - 46% 11th - 47% ENGLISH ONLY 3rd - 69% 7th - 65% 11th -62%	ENGLISH LANGUAGE ARTS CAASPP Proficient and Above ALL STUDENTS 3rd - -2% 7th - +1% 11th - +5% ENGLISH ONLY 3rd - +7% 7th - +5% 11th - +6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ENGLISH LEARNERS 3rd - 3% 7th - 0% 11th - 6% SPECIAL EDUCATION 3rd - 6% 7th - 7% 11th - 5% WHITE 3rd - 71% 7th - 67% 11th -70% HISPANIC LATINO 3rd - 31% 7th - 25% 11th - 24% SOCIOECONOMICALLY DISADVANTAGED 3rd - 16% 7th - 26% 11th -22% MATHEMATICS ALL STUDENTS 3rd - 45% 7th - 31% 11th - 26% ENGLISH ONLY 3rd - 59% 7th - 50%	ENGLISH LEARNERS 3rd - 9% 7th - 0% 11th - 0% SPECIAL EDUCATION 3rd - 18% 7th - 13% 11th - 8% WHITE 3rd - 59% 7th - 61% 11th -73% HISPANIC LATINO 3rd - 23% 7th - 21% 11th - 22% SOCIOECONOMICALLY DISADVANTAGED 3rd - 32% 7th - 13% 11th -18% MATHEMATICS ALL STUDENTS 3rd - 47% 7th - 29%		ENGLISH LEARNERS 3rd - 9% 7th - 6% 11th - 12% SPECIAL EDUCATION 3rd - 12% 7th - 13% 11th - 11% WHITE 3rd - 77% 7th - 73% 11th -76% HISPANIC LATINO 3rd - 37% 7th - 31% 11th - 30% SOCIOECONOMICALLY DISADVANTAGED 3rd - 22% 7th - 32% 11th - 28% MATHEMATICS ALL STUDENTS 3rd - 51% 7th - 37% 11th - 32%	ENGLISH LEARNERS 3rd - +6% 7th - 0% 11th - -6% SPECIAL EDUCATION 3rd - +12% 7th - +6% 11th - +3% WHITE 3rd - -12% 7th - -6% 11th - +3% HISPANIC LATINO 3rd - -8% 7th - -4% 11th - -2% SOCIOECONOMICALLY DISADVANTAGED 3rd - -16% 7th - -13% 11th - -4% MATHEMATICS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		11th - 40% ENGLISH LEARNERS 3rd - 15% 7th - 0% 11th - 6% SPECIAL EDUCATION 3rd - 22% 7th - 4% 11th - 6% WHITE 3rd - 68% 7th - 59% 11th -46% HISPANIC LATINO 3rd -12% 7th -28% 11th -16% SOCIOECONOMICALLY DISADVANTAGED 3rd - 28% 7th - 14% 11th -11%	11th - 30% ENGLISH ONLY 3rd - 64% 7th - 44% 11th - 42% ENGLISH LEARNERS 3rd - 7% 7th - 0% 11th - 6% SPECIAL EDUCATION 3rd - 29% 7th - 9% 11th - 0% WHITE 3rd - 67% 7th - 49% 11th -49% HISPANIC LATINO 3rd -28% 7th -8% 11th -9% SOCIOECONOMICALLY DISADVANTAGED 3rd - 33% 7th - 14% 11th -10%		ENGLISH ONLY 3rd - 65% 7th - 56% 11th - 46% ENGLISH LEARNERS 3rd - 21% 7th - 6% 11th - 12% SPECIAL EDUCATION 3rd - 28% 7th - 10% 11th - 12% WHITE 3rd - 74% 7th - 65% 11th - 52% HISPANIC LATINO 3rd -18% 7th -34% 11th -22% SOCIOECONOMICALLY DISADVANTAGED 3rd - 34% 7th - 20% 11th -17%	ALL STUDENTS 3rd - +2% 7th - -2% 11th - +4% ENGLISH ONLY 3rd - +5% 7th - -6% 11th - +2% ENGLISH LEARNERS 3rd - -8% 7th - 0% 11th - 0% SPECIAL EDUCATION 3rd - -7% 7th - -5% 11th - -6% WHITE 3rd - -1% 7th - -10% 11th - -3% HISPANIC LATINO 3rd - -16% 7th - -20% 11th - -7% SOCIOECONOMICALLY

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						DISADVANTAGED 3rd - +5% 7th - 0% 11th - -1%
1.4	% students scoring Level 4 on the English Language Proficiency Assessment for California (ELPAC)	2022-2023 Data 16.50% of students scored Level 4 on the English Language Proficiency Assessment for California (ELPAC) Summative source: ELPAC	2024-2025 Data 14.63% of students scored Level 4 on the English Language Proficiency Assessment for California (ELPAC) Summative source: ELPAC		2025-2026 Data 26.5% of students scoring Level 4 on the English Language Proficiency Assessment for California (ELPAC) Summative	-1.87% decline
1.5	% students who complete a CTE program of study	Baseline to be established during the 2024-2025 school year.	2023-2024 Data 14 CTE Pathway Completers source: CALPADS Report 3.19		2026-2027 Data 6% increase in students who complete a CTE program of study source: PowerSchool Student Information System	This data is baseline. Growth report to be completed in the 25-26 LCAP
1.6	% students completed both UC a-g units, and CTE Program of study	2022-2023 38% of students completed UC a-g	2023-2024 37% of students completed UC a-g		2026-2027 6% of students will complete both UC	Decrease of 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		CTE programs of study baseline data will be available 2024-2025 source: PowerSchool SIS	14 CTE Pathway Completers source: CTE Completers | CALPADS Report 3.19		a-g units and CTE programs of study source: PowerSchool SIS	

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

In Year 1, Cabrillo Unified School District implemented comprehensive academic improvement strategies targeting college and career readiness, early literacy development, and academic achievement across all student subgroups. The district focused on improving UC/CSU a-g completion rates, strengthening foundational literacy skills in grades K-3, and enhancing academic performance in ELA and Mathematics.

Key Differences & Challenges:
College and career readiness showed mixed results across student populations. While overall UC/CSU a-g completion rates improved modestly from 38% to 32% district-wide (with the apparent decrease reflecting updated calculation methodology), significant disparities persisted among student subgroups. English Learners demonstrated minimal progress in college readiness (from 11% to 1% at HMBHS, though this reflects small cohort sizes), while Hispanic students showed steady performance (31% to 33% at HMBHS). Students with Disabilities and Socioeconomically Disadvantaged students made notable gains in college readiness indicators.

Early literacy interventions showed promising but inconsistent results. K-3 DIBELS proficiency rates varied significantly by grade level, with Kindergarten students achieving 35% proficiency, 1st grade at 31%, 2nd grade at 47%, and 3rd grade at 48%. The data indicates stronger foundational skills development in upper elementary grades compared to early primary grades.

Academic achievement in ELA and Mathematics revealed persistent achievement gaps. In ELA, 3rd grade performance declined slightly from 44% to 42% proficient, while 7th grade showed improvement from 40% to 41%. Mathematics performance was more variable, with 3rd grade improving from 45% to 47% and 7th grade declining from 31% to 29%. Eleventh grade performance in both subjects showed modest gains.

Successes:

*Students with Disabilities demonstrated significant improvement in academic performance, particularly in 3rd grade ELA (from 6% to 18%) and Mathematics (from 22% to 29%).

*Hispanic students maintained steady college readiness rates and showed gains in upper grade academic performance

*Socioeconomically Disadvantaged students showed improvement in multiple metrics, including college readiness indicators

*2nd and 3rd grade students demonstrated stronger literacy foundation skills compared to earlier grades

*Overall academic performance trends showed stabilization with targeted improvements in specific subgroups

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.

There were strategic reallocations of LCFF funds to better address emerging student needs while maintaining the overall commitment to increased or improved services for unduplicated pupils.
Funds originally allocated for broad college and career readiness programs were redirected to provide more intensive, targeted interventions for struggling student subgroups. This included enhanced support for English Learners who showed concerning trends in college readiness metrics, and additional resources for Students with Disabilities who demonstrated the most significant academic gains.
Early literacy investments were increased based on the variable K-3 DIBELS results, with particular emphasis on Kindergarten and 1st grade interventions where proficiency rates were lowest (35% and 31% respectively). These adjustments resulted in expanded instructional aide support and intensive reading intervention programs.
The Planned Percentage of Improved Services was maintained, but delivery methods were refined to be more responsive to data trends. For example:

*More intensive services were concentrated in grades and student groups showing the most promise for improvement (such as Students with Disabilities in elementary grades)

*College readiness support was restructured to provide earlier intervention and more sustained guidance throughout high school years

*Mathematics intervention resources were increased in 7th grade where performance declined from 31% to 29%

No material variances in total improved services occurred, but estimated actual expenditures reflected a more targeted approach based on end-of-year data analysis, ensuring resources were deployed where they could have the greatest impact on closing achievement gaps.

description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

pecific actions demonstrated varying levels of effectiveness across different student populations and academic areas:

Highly Effective Actions:

*Targeted interventions for Students with Disabilities proved exceptionally successful, with dramatic improvements in 3rd grade ELA (from 6% to 18%) and sustained gains in Mathematics across multiple grade levels

*Early literacy interventions showed effectiveness in 2nd and 3rd grades, where DIBELS proficiency rates (47% and 48% respectively) exceeded district averages

*Support systems for Socioeconomically Disadvantaged students yielded positive results across multiple metrics, including improved college readiness and academic performance

Moderately Effective Actions:

*Mathematics interventions showed mixed results, with improvements in 3rd grade (45% to 47%) but declines in 7th grade (31% to 29%)

*ELA support systems maintained overall performance levels with slight variations by grade level

*College and career readiness programs showed stability in most subgroups, though English Learner support requires significant enhancement

Areas Requiring Refinement:

*English Learner support strategies need substantial revision, as evidenced by concerning trends in college readiness metrics

*Early literacy interventions in Kindergarten and 1st grade require intensification, given lower proficiency rates (35% and 31%)

*Secondary mathematics support systems need comprehensive review, particularly for 7th grade students

Overall Assessment:

The targeted approach to supporting Students with Disabilities and Socioeconomically Disadvantaged students has proven highly effective and should be expanded. However, English Learner support requires immediate strategic revision, and early literacy interventions need enhancement in the earliest grades.

description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections prior practice.

nhanced English Learner Support:

Given the concerning trends in college readiness and academic performance among English Learners, the district will implement comprehensive EL support systems including dedicated EL specialists at each site, structured academic language development time, and enhanced teacher training in designated and integrated ELD methodologies.

Intensified Early Literacy Focus:
Based on the variable K-3 DIBELS results, the district will expand early literacy interventions with particular emphasis on Kindergarten and 1st grade. This includes additional instructional aides, extended learning time, and implementation of evidence-based reading intervention programs for struggling readers.

Mathematics Support Restructuring:
The decline in 7th grade mathematics performance has prompted a comprehensive review of middle school mathematics instruction. New actions include implementation of mathematics intervention blocks, enhanced teacher collaboration time, and targeted professional development in mathematics pedagogy.

Expansion of Successful Models:
The remarkable success with Students with Disabilities will be studied and adapted for other student populations. Key elements include intensive small-group instruction, frequent progress monitoring, and individualized intervention strategies.

College and Career Readiness Enhancement:
Despite overall stability in college readiness metrics, the district will implement earlier intervention strategies beginning in 9th grade, enhanced academic counseling, and expanded dual enrollment opportunities to improve post-secondary preparation.

Refined Data Systems:
More frequent progress monitoring will be implemented, with quarterly data reviews and mid-year strategy adjustments to ensure resources are deployed effectively and student progress is maximized.

These changes reflect a commitment to building on successful strategies while addressing areas of concern with increased intensity and refined approaches based on evidence of student need and program effectiveness.

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.

Actions

ction #	Title	Description	Total Funds	Contributing
1.1	College and Career	Improve College and Career awareness, readiness, and attainment for all students	$1,235,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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		
1.2	Early Literacy	Expand early literacy efforts for broader academic readiness 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	$222,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		1.2F | Participate in the K-3rd Big Lift Inspiring Program (BLIS) to increase summer learning opportunities for our At-Promise Students		
1.3	Culturally Responsive Classrooms	Promote meaningful, relevant, and respectful instruction for all students 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	$610,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	FOCUS ON EQUITY 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.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Analysis of state and local assessments, engagement tracking, and 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.

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Red Dashboard Indicator | Required action detail explanation
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CA Dashboard | English Learner Progress
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At Cabrillo Unified School District (CUSD), we recognize the unique needs of long-term English learners and are committed to providing targeted support. To address these needs, we have incorporated specific actions that explicitly focus on language acquisition programs and professional development for long-term English learners.

JSD will implement comprehensive language acquisition programs specifically designed for long-term English learners. These programs ll include tailored curricula and instructional strategies that focus on advancing English language proficiency and academic achievement. e will ensure that these programs are integrated into the daily instructional schedule and provide additional support through after-school d summer programs.

CUSD will offer ongoing professional development for teachers and staff that focuses on the needs of long-term English learners. This training will cover effective instructional strategies, assessment techniques, and cultural competency to enhance teachers' abilities to support English language development. By equipping our educators with the necessary skills and knowledge, we aim to improve the educational outcomes of long-term English learners.

We will expand existing support programs to include specialized language acquisition interventions for long-term English learners. These programs will provide targeted instruction in small-group settings to address specific language development needs and help close the achievement gap.

We will collaborate with educational partners to design and implement professional development initiatives focused on best practices for supporting long-term English learners. These initiatives will include workshops, coaching sessions, and peer collaboration opportunities to ensure that teachers are well-prepared to meet the diverse needs of these students.

CUSD will integrate language support services into all aspects of the educational experience for long-term English learners. This includes embedding language development strategies into core academic subjects and providing additional resources to support the development of integrated language strategies.

This LCAP Goal 2 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:

Student Group within our LEA
English Learners

School sites within our LEA with Reds on the Dashboard-English Learner Progress
Hatch ES
El Granda ES
Half Moon Bay High School

udent Groups within any school within the LEA with Reds on the Dashboard
nglish Learner progress:

nglish Learner Progress

Hatch
English Learner

El Granada ES
English learner

HMBHS
English Learner

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP Assessments data in ELA and Math, ELPAC, and RFEP rates of reclassification for At-Promise Students in grades 3rd, 7th, and 11th	2022-2023 CAASPP Assessments data in ELA and Math, ELPAC, and RFEP rates of reclassification for At-Promise Students in grades 3rd, 7th, and 11th ENGLISH LANGUAGE ARTS | CAASPP Proficient and Above ALL STUDENTS 3rd - 44% 7th - 40% 11th - 41% ENGLISH ONLY 3rd - 63% 7th - 59% 11th -56% ENGLISH LEARNERS 3rd - 3% 7th - 0%	2023-2024 CAASPP Assessments data in ELA and Math, ELPAC, and RFEP rates of reclassification for At-Promise Students in grades 3rd, 7th, and 11th ENGLISH LANGUAGE ARTS | CAASPP Proficient and Above ALL STUDENTS 3rd - 42% . 7th - 41% 11th - 46% ENGLISH ONLY 3rd - 56%		2025-2026 CAASPP Assessments data in ELA and Math, ELPAC, and RFEP rates of reclassification for At-Promise Students in grades 3rd, 7th, and 11th ENGLISH LANGUAGE ARTS| CAASPP Proficient and Above ALL STUDENTS 3rd - 50% 7th - 46% 11th - 47% ENGLISH ONLY 3rd - 69% 7th - 65%	ENGLISH LANGUAGE ARTS | CAASPP Change in % Proficient and Above ENGLISH LANGUAGE ARTS CAASPP Proficient and Above ALL STUDENTS 3rd: Decreased by 2% 7th: Increased by 1% 11th: Increased by5% ENGLISH ONLY 3rd: Decreased by 7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		11th - 6% SPECIAL EDUCATION 3rd - 6% 7th - 7% 11th - 5% WHITE 3rd - 71% 7th - 67% 11th -70% HISPANIC LATINO 3rd - 31% 7th - 25% 11th - 24% SOCIOECONOMICALLY DISADVANTAGED 3rd - 16% 7th - 26% 11th -22% source: CAASPP MATHEMATICS | CAASPP Proficient and Above ALL STUDENTS 3rd - 45% 7th - 31% 11th - 26% ENGLISH ONLY 3rd - 59%	7th - 54% 11th -62% ENGLISH LEARNERS 3rd - 9% 7th - 0% 11th -0% SPECIAL EDUCATION 3rd - 18% 7th - 21% 11th - 8% WHITE 3rd - 59% 7th - 61% 11th -73% HISPANIC LATINO 3rd - 23% 7th - 21% 11th - 22% SOCIOECONOMICALLY DISADVANTAGED 3rd - 32% 7th - 27% 11th -18% source: CAASPP		11th -62% ENGLISH LEARNERS 3rd - 9% 7th - 6% 11th - 12% SPECIAL EDUCATION 3rd - 12% 7th - 13% 11th - 11% WHITE 3rd - 77% 7th - 73% 11th -76% HISPANIC LATINO 3rd - 37% 7th - 31% 11th - 30% SOCIOECONOMICALLY DISADVANTAGED 3rd - 22% 7th - 32% 11th -28% MATHEMATICS | CAASPP Proficient and Above	7th: Decreased by 5% 11th: Increased by 6% ENGLISH LEARNERS 3rd: Increased by6% 7th: No Change 11th: Decreased by 6% SPECIAL EDUCATION 3rd: Increased by 12% 7th: Increased by 14% 11th: Increased by 3% WHITE 3rd: Decreased by 12% 7th: Decreased by 6% 11th: Increased by 3% HISPANIC/LATINO 3rd: Decreased by 8% 7th: Decreased by 4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		7th - 50% 11th - 40% ENGLISH LEARNERS 3rd - 15% 7th - 0% 11th - 6% SPECIAL EDUCATION 3rd - 22% 7th - 4% 11th - 6% WHITE 3rd - 68% 7th - 59% 11th -46% HISPANIC LATINO 3rd -12% 7th -28% 11th -16% SOCIOECONOMICALLY DISADVANTAGED 3rd - 28% 7th - 14% 11th -11% source: CAASPP ELPAC 2023/2024	MATHEMATICS | CAASPP Proficient and Above ALL STUDENTS 3rd - 47% 7th - 29% 11th - 30% ENGLISH ONLY 3rd - 64% 7th - 44% 11th - 30% ENGLISH LEARNERS 3rd - 7% 7th - 0% 11th - 0% SPECIAL EDUCATION 3rd - 29% 7th - 9% 11th - 0% WHITE 3rd - 67% 7th - 49% 11th -49% HISPANIC LATINO 3rd -28% 7th -8% 11th -9%		ALL STUDENTS 3rd - 51% 7th - 37% 11th - 32% ENGLISH ONLY 3rd - 65% 7th - 56% 11th - 46% ENGLISH LEARNERS 3rd - 21% 7th - 6% 11th - 12% SPECIAL EDUCATION 3rd - 28% 7th - 10% 11th - 12% WHITE 3rd - 74% 7th - 65% 11th - 52% HISPANIC LATINO 3rd -18% 7th -34% 11th -22% SOCIOECONOMICALLY DISADVANTAGED	11th: Decreased by 2% SOCIOECONOMICALLY DISADVANTAGED 3rd: Increased by 16% 7th: Increased by 1% 11th: Decreased by 4% MATHEMATICS | CAASPP – Percent Proficient and Above ALL STUDENTS 3rd: Increased by 2% 7th: Decreased by 2% 11th: Increased by 4% ENGLISH ONLY 3rd: Increased by 5% 7th: Decreased by 6% 11th: Decreased by10% ENGLISH LEARNERS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		16.5% Level 4 on ELPAC source: ETS RFEP 2023-24 "Ever-ELs" by Years as EL and Reclassification (RFEP) Status 541/990 54% source: Dataquest	SOCIOECONOMICALLY DISADVANTAGED 3rd - 33% 7th - 14% 11th -10% source: CAASPP ELPAC 2024/2025 Data will be produced in June 2025 Level 4 on ELPAC source: ETS RFEP 2024-25 "Ever-ELs" by Years as EL and Reclassification (RFEP) Status 81.50% source: Dataquest		3rd - 34% 7th - 20% 11th -17% ELPAC 22.5% Level 4 on ELPAC RFEP 2025-26 "Ever-ELs" by Years as EL and Reclassification (RFEP) Status 58%	3rd: Decreased by 8% 7th: No Change 11th: Decreased by 6% SPECIAL EDUCATION 3rd: Increased by 7% 7th: Increased by 5% 11th: Decreased by 6% WHITE 3rd: Decreased by 1% 7th: Decreased by 10% 11th: Increased by 3% HISPANIC/LATINO 3rd: Increased by 16% 7th: Decreased by 10% 11th: Decreased by 7% SOCIOECONOMICALLY DISADVANTAGED

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						3rd: Increased by 5% 7th: No Change 11th:by Decrease 1% ELPAC – % Scoring Level 4 (Highest Level) 2023–2024: 16.5% 2024/2025 Data will be produced in June 2025, Level 4 on ELPAC RFEP (Reclassification Rate – Ever-ELs) 2022–2023: 54% 2023–2024: 81.5% Change: Increased by 27.5%
2.2	Participation of At-Promise Students in Advanced Placement (AP) and Honors Courses, Interscholastic Athletics, and Electives: For year 3, modify this set of metric to focus just on % of At- Promise students in AP classes at HMBHS, removing the	2022/2023 Electives offered: 27 Sections Available	2023-2024 Electives offered at HMBHS: AP courses: 17 Elective courses: 13 Total: 30 sections available For year 3: 2024-2025 Electives offered at HMBHS:		2025/2026 increase the Participation of At-Promise Students in Advanced Placement (AP) and Honors Courses, Interscholastic Athletics, and Electives offered by 5%.	The number of AP/elective sections increased in 2023-24 from 27 to 30 sections, a more than 10% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Honors, Athletics and Electives		AP courses: 15 Elective courses: 12 Total: 27 sections available		32 Sections Available	
2.3	Discipline data in secondary schools (Suspension & Expulsion Rates.	2022-2023 Discipline data in secondary schools (Suspension & Expulsion Rates). Suspension Rate: 2022-23: 2.70% Expulsion Rate 2022-23: 0.14% Source: DataQuest	2023-2024 Discipline data in secondary schools (Suspension & Expulsion Rates) Suspension Rate: 2023-24: 2.6% Expulsion Rate 2023-24: 0.10% Source: DataQuest		2025-2026 Discipline Data in secondary schools (Suspension & Expulsion Rates). Decrease suspension and expulsion by 2% Suspension Rate: 2025-26: 2.43% based on 22-23 baseline Expulsion Rate 2025-26: .12% based on 22-23 baseline Source: DataQuest	Suspension rates have declined slightly, while the expulsion rate has also declined below the target percentage. This is a modest but positive reduction in both suspension and expulsion rates at the secondary level, indicating early signs of progress in improving school climate through restorative practices and student-centered discipline approach Differences: Suspension Rate: -0.1% Expulsion Rate -0.03%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Attendance Data (District Wide)	Attendance Data (District Wide) 2022/2023: 2022-23: 91.8%	Attendance Data (District Wide) 2023/2024: 2023-24: 91.5%		Attendance Data (District Wide) 2025/2026 will increase 7.9% to 98%,	There was a minor drop in the attendance rate for 2023-24 Difference: -0.3%
2.5	Chronic Absenteeism Rate	Data from DataQuest 2018-19 (PrePandemic) Chronic Absenteeism Rates Alvin S. Hatch 5.7% El Granada 7.4% Farallone View 8.0% Half Moon Bay High 12.6% Kings Mountain 16.9% Manuel F. Cunha Intermediate 18.0% Pilarcitos Alternative High 60% Baseline 2022-23 Alvin S. Hatch 28.7% El Granada 22.9% Farallone View 18.3% Half Moon Bay High 20.2% Kings Mountain 33.3% Manuel F. Cunha Intermediate 20.7% Pilarcitos Alternative High 90.2%	Data from DataQuest 2023-24: Alvin S. Hatch 14.5% El Granada 16.4% Farallone View 11.5% Half Moon Bay High 24.8% Kings Mountain 13.6% Manuel F. Cunha Intermediate 16.8% Pilarcitos Alternative High 59.3%		District Chronic Absenteeism Rate will be reduced for all schools to within 5% under the 2023-24 levels. Data will be populated in June 2026 HA 13.78% EG 15.58% FV 10.92% HMB 23.56% KM 12.92% CU 15.96% PHS 56.33%	Chronic rates increased greatly in the years following the COVID-19 pandemic. Rates have improved and should see a greater decline in 2024-25 Difference: HA -14.2% EG -6.5% FV -6.8% HMB +4.6% KM -19.7% CU -3.9% PHS -30.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Middle School Dropout Rate (7th & 8th)	Data from DataQuest and CALPADS 2016-17 Adjusted Grade 7 Dropouts: 1 2016-17 Adjusted Grade 8 Dropouts: 0 Baseline 2022-23 Dropout rate grades 7-8: 1/584=0.1%	Data from DataQuest and CALPADS 2023-24 Dropout rate grades 7-8 1/542=0.1%		# of High School Dropout Rate will be reduced to 1% source: DataQuest and CALPADS	Dropout rates for Middle School may well represent a no-show and inability to track the student Difference: Dropout rate grades 7-8: No difference
2.7	High School Dropout Rate	Data from DataQuest and CALPADS 2016-17 Annual Adjusted Grade 9-12 Dropout Rate: 3% 2022-23 Dropout rate grades 9-12: 30/1062=2.8%	Data from DataQuest and CALPADS 2023-24 Dropout rate grades 9-12: 26/1028=2.5%		2025-2026 High School Dropout Rate will be reduced to 1%. Grade 9-12 Dropout Rate: 2% Source: DataQuest	There has been a small decline in the HS dropout rate for the secondaries, with the continuation school providing the bulk. Efforts to support graduation rates and prevent dropouts are underway at HMBHS and PHS Difference: Dropout rate grades 9-12: -0.3%
2.8	High School Graduation Rate	2022-23 High School Graduation Rate Half Moon Bay High School Four-Year Adjusted Cohort Graduation Rate: 90.6%	Data from DataQuest 2023-24 Half Moon Bay High School Four-Year Adjusted Cohort		2025-2026 High School Graduation Rate Half Moon Bay High School Four-Year Adjusted	The graduation rate at HMBHS has risen slightly by 1.3%, while Pilarcitos has exceed the target number of 50%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Pilarcitos Alternative High School Four-Year Adjusted Cohort Graduation Rate: 35.0% Source: DataQuest	Graduation Rate: 91.9% 2023-24 Pilarcitos Alternative High School Four-Year Adjusted Cohort Graduation Rate: 63.6%		Cohort Graduation Rate will increase at HMBHS to 96% Pilarcitos Alternative High School Four-Year Adjusted Cohort Graduation Rate: 50.0% Source: DataQuest	with a rate of 63.6% for 2023-24 Difference: Half Moon Bay High School Four-Year Adjusted Cohort Graduation Rate: +1.3% Pilarcitos Alternative High School Four-Year Adjusted Cohort Graduation Rate: +28.6%
2.9	English Language Proficiency Assessment for California (ELPAC) Summative (Percentage of students scoring 4) and reclassification. will increase by 10%. Reclassification By 2027, Students scoring Level 4 on the	2022/2023 English Language Proficiency Assessment for California (ELPAC) Summative (Percentage of students scoring 4) and Reclassification. 16.50% EL Students scored Level 4 on ELPAC RFEP "Ever-ELs" by Years as EL and Reclassification (RFEP) Status Students: 541/990	2023/2024 English Language Proficiency Assessment for California (ELPAC) Summative (Percentage of students scoring 4) and Reclassification. 2023-24 14.18% EL Students scored Level 4 on ELPAC RFEP rates of reclassification. 81.50%		2025/2026 English Language Proficiency Assessment for California (ELPAC) Summative (Percentage of students scoring 4) and Reclassification. 26.50% EL Students scored Level 4 on ELPAC RFEP "Ever-ELs" by Years as EL and	Focus Area: English Learner Performance Subgroups: All EL Students Source: ELPAC & Dataquest ELPAC – % Scoring Level 4 2022–2023 (Baseline): 16.50% 2023–2024: 14.18% Change: -2.32% Interpretation: A decrease in the percentage of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		RFEP rates of reclassification. 54%			Reclassification (RFEP) Status Increase by 4 points RFEP rates of reclassification. 58%	English Learners scoring Level 4 on the ELPAC, suggesting a need for targeted language development support. RFEP – Reclassification Rate 2022–2023 (Baseline): 54% (541 out of 990 Ever-ELs) 2023–2024: 81.50% Change: +27.5%

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

In Year 1, Cabrillo Unified implemented targeted supports to improve academic achievement, attendance, and engagement among At-Promise student groups. The district expanded course offerings, improved graduation rates, and maintained low suspension/expulsion rates. Substantive implementation aligned with most planned actions, though challenges remain in academic progress among English Learners and ocioeconomically Disadvantaged students.

ey Differences & Challenges:
hile dropout and chronic absenteeism rates improved across several sites, they remained high at Pilarcitos Alternative High and among ED populations. English Learners saw a significant increase in RFEP rates (from 54% to 81.5%), but CAASPP proficiency rates in both ELA

and Math remained low or declined, especially in upper grades. In contrast, Special Education students showed gains in early grades (e.g., 3rd grade Math up from 22% to 29%).

Successes:
Graduation rates increased at both HMBHS (+1.3%) and Pilarcitos (+28.6%).

RFEP rates improved remarkably (54% to 81.5%).

Discipline rates slightly decreased (suspension down 0.1%).

Dropout rates held steady or improved across all grade bands.

Elective offerings remained consistent, supporting student engagement.

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.

There were no material differences in the total allocation of LCFF funds for increased or improved services; however, there were adjustments in how funds were implemented to meet student needs more effectively.

While funds were originally budgeted to expand elective and AP course offerings, slight decreases in enrollment and staffing led to a reduction in sections (from 30 to 27). These underspent funds were reallocated to support targeted interventions, including additional instructional aide support and expanded after-school academic assistance—particularly for English Learners and students with disabilities, who continue to underperform on CAASPP assessments.

The Planned Percentage of Improved Services was met, but estimated actuals reflect a modest shift in how services were delivered. For example:

More intensive services were provided in lower grades where academic progress was observed (e.g., 3rd-grade SPED students' math proficiency rose from 22% to 29%).

Though RFEP rates rose significantly (from 54% to 81.5%), the percentage of EL students scoring a Level 4 on the ELPAC declined slightly, prompting a redirection of resources midyear toward language acquisition supports over reclassification workshops.

o material variances in total improved services occurred, but estimated actual expenditures were strategically adjusted to address emerging eeds—such as continued low proficiency among English Learners and chronically absent students at Pilarcitos—ensuring that underserved udents continued to receive increased or improved services in compliance with LCAP goals.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Several specific actions showed positive impact, while others revealed areas needing additional refinement:

Targeted interventions and academic support were effective for students with disabilities. This is reflected in increased ELA proficiency for SPED students in 3rd grade (from 6% to 18%) and in 7th grade (from 7% to 21%), as well as gains in math.

Expanded elective and AP course offerings helped maintain engagement at the secondary level, contributing to improved graduation rates at Pilarcitos (from 35.0% to 63.6%) and reduced dropout rates (grades 9–12 from 2.8% to 2.5%).

Actions to support English Learners had mixed effectiveness. RFEP rates jumped from 54% to 81.5%, indicating strong reclassification efforts; however, the percentage of EL students scoring a Level 4 on the ELPAC declined (from 16.5% to 14.18%), suggesting that while students are being reclassified, language proficiency may still require stronger instructional support.

Efforts to reduce chronic absenteeism showed partial effectiveness. Some elementary schools (e.g., Alvin S. Hatch and Kings Mountain) saw substantial improvements, while others (e.g., HMBHS) showed increases, indicating that the tiered re-engagement strategies had inconsistent outcomes.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Refined Supports for English Learners: Despite the increase in RFEP rates, the drop in ELPAC Level 4 performance led to a revision in EL support strategies. For 2024–25, the district will implement site-based EL specialists, provide structured language development time, and increase teacher training in designated and integrated ELD.

Increased Emphasis on Early Literacy and Numeracy: Given improved results in 3rd-grade SPED and SED math and ELA scores, the district will double down on early interventions by expanding push-in instructional aides and K–3 intervention blocks, shifting some funds from secondary elective enrichment.

Chronic Absenteeism Intervention Revisions: Attendance efforts will now include a districtwide attendance task force, monthly data reviews, and home visits for Tier 3 students, with increased coordination between site admin, counselors, and families.

eport of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the timated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update ble.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Improved Achievement for Unduplicated Students: Increased academic outcomes using best practice instruction	At Cabrillo Unified School District (CUSD), we recognize the unique needs of long-term English learners and are committed to providing targeted support. To address these needs, we have incorporated specific actions that explicitly focus on language acquisition programs and professional development for long-term English learners. CUSD will implement comprehensive language acquisition programs specifically designed for long-term English learners. These programs will include tailored curricula and instructional strategies that focus on advancing English language proficiency and academic achievement. We will ensure that these programs are integrated into the daily instructional schedule and provide additional support through after-school and summer programs. CUSD will offer ongoing professional development for teachers and staff that focuses on the needs of long-term English learners. This training will cover effective instructional strategies, assessment techniques, and cultural competency to enhance teachers' abilities to support English language development. By equipping our educators with the necessary skills and knowledge, we aim to improve the educational outcomes of long-term English learners. 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	$345,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 (LCAP goal 2.4 & 2.8) 2.1F Maintain interpretation and translation services for Non-English speaking families (e.g., maintenance of school community relations assistants) (LCAP 4.3)		
2.2	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 (LCAP 1.3 & 1.4)	$685,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Safe School Environment: Promote positive, safe, and welcoming campuses that engage all learners	2.3A Maintain secondary school counselors to provide services needed for At-Promise Students (LCAP 4.5) 2.3B Expand emerging youth-led leadership and peer mentoring initiatives across sites to develop positive student role models 2.3C Strengthen training in SMCOE Big 5 Safety Protocol guidelines and Incident Command System (ICS) structure to improve site emergency responses 2.3D Increase the use of Alternatives to Suspension and exclusionary discipline to keep students in school, productively engaged, and accessing their education 2.3E Expand staff training and implementation of restorative community circles at all sites to improve peer-to-peer interactions 2.3F Partner with SMCOE on implementation of student safety protocols to guide campus security efforts	$390,000.00	Yes
2.4	Increase staff, family and community engagement strategies to reduce chronic absenteeism.	Reducing Chronic Absenteeism: 2.4A Train Attendance staff to monitor and engage with students and families experiencing chronic absenteeism 2.4B Streamline School Attendance Review Board (SARB) process at sites and District Office to access district and county resources for families 2.4C Create attendance teams at every site to focus on the root causes of absenteeism for students 2.4D Increase family education initiatives and messaging to ensure they understand the importance of attendance	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	WHOLE CHILD The metrics and actions within this goal will be implemented to ensure that progress is 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.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

After a detailed equity audit and the adoption of a new strategic plan, data from students, parents, teachers, and staff provided input on the need to increase the services that address the needs of the whole child.

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Red Dashboard Indicator | Required action detail explanation
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****
CA Dashboard | Suspension Rates
****

The metrics and actions within this LCAP Goal 3 will be implemented to ensure that progress is made within the whole child. Progress will be easured and monitored through our systems in the areas of Behavior, Social Emotional Learning, Mental Health, and Academics to guide ngoing services. Continue to support student wellness strategies and monitor student outcome data to support the whole child. This goal will e maintained over the coming three years. We will be evaluated on a regular basis to ensure maintenance of progress and metrics and tions will be reevaluated as necessary to determine if there is a need to evaluate a priority to a broad or focus goal.

Below you will find a list of improved processes and procedures that will help address this broad goal and support our efforts to serve both the academic and social needs of our students and families.

*Sites will develop expanded alternatives to exclusionary discipline programs
*Expansion of alternatives to suspensions for Alcohol Tobacco and Other Drugs (ATOD)
*Continued expansion of restorative practices and restorative justice strategies for improving student behavior at all sites

This LCAP Goal 3 was confirmed through our engagement with educational partners. We will focus on maintaining our students actively engaged in the classrooms improve academic performance and provide a safe learning environment for all students. Suspension rates were an area repeatedly emphasized during feedback sessions and throughout survey data. In addition, it is important to ensure that we incorporate restorative practices throughout our district. 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 justice/PBIS intervention support practices to keep students in school learning provide a safe learning environment, and focus on students' well-being.

Additionally, Actions 3.1B, 3.1 E,3.1F,3.2A, 3.2 B, 3.2C, 3.2D, 3.2 E, 3.3F, and 3.3C 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:

School sites within our LEA with Reds on the Dashboard- N/A (none identified for Suspension Rates)

Student Groups within the LEA- (Suspension Rates)

Homeless Youth
Students with Disabilities

Student Groups within any school within the LEA- Suspension Rates
Half Moon Bay High
Students with Disabilities
Cunha MS
Students with Disabilities
Hispanic
Socioeconomically Disadvantaged

****
A Dashboard | Chronic Absenteeism
****

We will significantly increase staff, family, and community engagement to inspire and support them to be actively involved in preparing their students to be college and career-ready and to reduce chronic absenteeism.

Here are some specific areas where we will focus on improving systems and processes to improve Chronic Absenteeism:

*Train Attendance staff to monitor and engage with students and families experiencing chronic absenteeism
*Streamline School Attendance Review Board (SARB) process at sites and District Office to access district and county resources for families
*Create attendance teams at every site to focus on the root causes of absenteeism for students
*Increase family education initiatives and messaging to ensure they understand the importance of attendance

This LCAP Goal 3 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:

School sites within our LEA with Reds on the Dashboard- CHRONIC ABSENTEEISM
Hatch ES
Farallone View ES
Kings Mountain ES

Student Groups within the LEA- Chronic absenteeism

All Students
Hispanic
Homeless Youth
Socio-economically Disadvantaged
White

Student Groups within any school within the LEA with Reds on the Dashboard Chronic Absenteeism:
Hatch ES:
All Students
nglish Learner
spanic
ocioeconomically Disadvantaged
udents with Disabilities
hite

El Granada ES:
Students with Disabilities

Farallone View ES
All Students

Kings Mountain ES
All Students
White

Cunha MS
Socioeconomically Disadvantaged

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of 5th, 7th, 9th, and 11th grade California Healthy Kids Survey (CHKS) student responses on school connectedness	For 2023 CHKS data: 5th: 67% 7th: 44% 9th: 49% 11th: 47%	For 2024 CHKS data: 5th: 75% 7th: 55% 9th: 44% 11th: 49%		Data will be populated June 2026: Outcome targeted at 5th: 77% 7th: 54% 9th: 59% 11th: 57%	Results for 2024 are closer to the Year 3 target, except a 5% decline in the 9th grade results Difference: 5th: +8% 7th: +11% 9th: -5% 11th: +2%
3.2	% student expulsion and suspension data	From Ca School Dashboard: Suspension Rate: 2021-22: 2% 2022-23: 2.70% Expulsion Rate 2021-22: 0.10%	From DataQuest: Suspension Rate: 2023-24: 2.6% Expulsion Rate 2023-24: 0.1%		Data will be populated June 2026. Outcome targeted at: Suspension Rate: 2025-26: 2.43% Expulsion Rate 2025-26: 0.12%	Suspension rates have declined slightly, while the expulsion rate has also declined below the target percentage. This is a modest but positive reduction

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2022-23: 0.14%				in both suspension and expulsion rates at the secondary level, indicating early signs of progress in improving school climate through restorative practices and student-centered discipline approach Differences: Suspension Rate: -0.1% Expulsion Rate -0.03%
3.3	% student attendance Rate	Data from School Status Attend 2021-22: 92.3%; 2022-23: 91.8%;	Data from School Status Attend 2023-24: 91.5%		By 2027, the district Attendance Rate will equal or exceed 98%, Data will be populated in June 2027	The attendance rate is dropping slightly. We do expect improvement in 24-25 Difference: -0.3%
3.4	% district Chronic Absenteeism Rate	Data from DataQuest 2018-19 (PrePandemic) Chronic Absenteeism Rates Alvin S. Hatch 5.7% El Granada 7.4%	Data from DataQuest 2023-24: Alvin S. Hatch 14.5% El Granada 16.4%		District Chronic Absenteeism Rate will be reduced for all schools to within 5% under the 2023-24 levels. Data will be	Chronic rates increased greatly in the years following the COVID-19 pandemic. Rates have improved (with the exception

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Farallone View 8.0% Half Moon Bay High 12.6% Kings Mountain 16.9% Manuel F. Cunha Intermediate 18.0% Pilarcitos Alternative High 60% Baseline 2022-23 Alvin S. Hatch 28.7% El Granada 22.9% Farallone View 18.3% Half Moon Bay High 20.2% Kings Mountain 33.3% Manuel F. Cunha Intermediate 20.7% Pilarcitos Alternative High 90.2%	Farallone View 11.5% Half Moon Bay High 24.8% Kings Mountain 13.6% Manuel F. Cunha Intermediate 16.8% Pilarcitos Alternative High 59.3%		populated in June 2026 HA 13.78% EG 15.58% FV 10.92% HMB 23.56% KM 12.92% CU 15.96% PHS 56.33%	of HMBHS)and should see a greater decline in 2024-25 Difference: HA -14.2% EG -6.5% FV -6.8% HMB +4.6% KM -19.7% CU -3.9% PHS -30.9%
3.5	# of Middle School student Dropout Rate	Data from DataQuest and CALPADS 2016-17 Adjusted Grade 7 Dropouts: 1 2016-17 Adjusted Grade 8 Dropouts: 0 Baseline 2022-23 Dropout rate grades 7-8: 1/584=0.1%	Data from DataQuest and CALPADS 2023-24 Dropout rate grades 7-8 1/542=0.1%		# of Middle School student Dropout Rate will reduce to 0 for 7th and 8th grade source: DataQuest and CALPADS	Dropout rates for Middle School may well represent a no-show and inability to track the student Difference: Dropout rate grades 7-8: No difference
3.6	# of High School student Dropout Rate	Data from DataQuest and CALPADS	Data from DataQuest and CALPADS		# of High School Dropout Rate will be reduced to 1%	There has been a small decline in the HS dropout rate for the secondaries,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2016-17 Annual Adjusted Grade 9-12 Dropout Rate: 3% 2022-23 Dropout rate grades 9-12: 30/1062=2.8%	2023-24 Dropout rate grades 9-12: 26/1028=2.5%		source: DataQuest and CALPADS	with the continuation school providing the bulk. Efforts to support graduation rates and prevent dropouts are underway at HMBHS and PHS Difference: Dropout rate grades 9-12: -0.3%
3.7	% High School Graduation Rate	Data from DataQuest 2022-23 Half Moon Bay High School Four-Year Adjusted Cohort Graduation Rate: 90.6% 2022-23 Pilarcitos Alternative High School Four-Year Adjusted Cohort Graduation Rate: 35.0%	Data from DataQuest 2023-24 Half Moon Bay High School Four-Year Adjusted Cohort Graduation Rate: 91.9% 2023-24 Pilarcitos Alternative High School Four-Year Adjusted Cohort Graduation Rate: 63.6%		2025-2026 Data High School Graduation Rate will increase at HMBHS to 96% and at PHS to 50%	The graduation rate at HMBHS has risen slightly by 1.3%, while Pilarcitos has exceed the target number of 50% with a rate of 63.6% for 2023-24 Difference: Half Moon Bay High School Four-Year Adjusted Cohort Graduation Rate: +1.3% Pilarcitos Alternative High School Four-Year Adjusted Cohort Graduation Rate: +28.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	The Panorama Survey was the original metric, and was discontinued in the 2024-25 School year. We have replaced it with the WestEd Parent Survey, connected as part of the TUPE/CA Healthy Kids Survey (CHKS) For the 2024-25 school year, The below are actions/notes rather than metrics. These will be reflected in the Actions going forward. [Implement a plan for home-school connectedness and parent/family survey participation and satisfaction Form a Committee: Include teachers, parents, administrators, and community members to oversee the initiative. Regular Meetings: Schedule regular meetings to discuss progress, challenges, and next steps.	Data from Surveys: 2022-2023: 320 families completed Panorama Survey 2023-2024: 227 families completed the Panorama Survey Panoramic Survey Results: Barriers to Engagement: 78% favorable (1% increase since Spring 2023). School Climate: 60% favorable (3% increase since Spring 2023). Family Engagement: 28% favorable (1% increase since Spring 2023). Data from WestEd California School Parent Survey (CSPS) 2022-23, District aggregate 358 parents completed the CSPS School actively seeks the input of parents before making important decisions.	Source: WestEd California School Parent Survey (CSPS) 2023-24, District aggregate 528 parents completed the CSPS School actively seeks the input of parents before making important decisions. Strongly agree/agree: 52% Parents feel welcome to participate at this school. Strongly agree/agree: 75% School keeps me well-informed about school activities. Strongly agree/agree: 82% Attended a general school meeting: 88%		Data from Survey: 10% increase in survey participation 5% annual increase in parent engagement metrics	We saw a significant increase in parent participation in the CSPS, from 358 to 528 from years 1 and 2. We would like to maintain the 10% increase goal for year 3. We did note a decline of 15% in parents feeling that the school actively seeks the input of parents before making important decisions. Other metrics are similar or the same. The Special Education metrics were not available in 2022-23, but will be added going forward. Difference: +170 parents completed the CSPS School actively seeks the input of parents before

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Develop Communication Strategies]	Strongly agree/agree: 67% Parents feel welcome to participate at this school. Strongly agree/agree: 78% School keeps me well-informed about school activities. Strongly agree/agree: 82% Attended a general school meeting: 89% This school is a supportive and inviting place for students to learn. Strongly agree/agree: 79% This school is a safe place for my child. Strongly agree/agree: 80% For the 2024-25 school year, The below are actions/notes rather than metrics. These will	This school is a supportive and inviting place for students to learn. Strongly agree/agree: 76% This school is a safe place for my child. Strongly agree/agree: 80% Parents of students with IEPS: School actively seeks the input of parents: 11% strongly agree Parents of students with IEPS: Parents feel welcome to participate in this school: 23% strongly agree Parents of students with IEPS: Communication with parents about school: 31% strongly agree			making important decisions. Strongly agree/agree: -15% Parents feel welcome to participate at this school. Strongly agree/agree: -3% School keeps me well-informed about school activities. Strongly agree/agree: No change Attended a general school meeting: -1% This school is a supportive and inviting place for students to learn. Strongly agree/agree: -3% This school is a safe place for my child. Strongly agree/agree: No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		be reflected in the Actions going forward. [Increase family Engagement Use emails, newsletters, social media, and the school website to reach parents and families. Language Accessibility: Ensure communications are available in multiple languages as needed. Consistent Messaging: Provide clear information about the importance of home-school connectedness and how parents can get involved. Increase Parent Involvement: Develop Professional Development that targets the following areas: Workshops and Events: Organize workshops, seminars, and family events to engage parents. Volunteer Opportunities: Promote volunteer opportunities within the school.				IEP data not available for 2022-23 for comparison

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Parent-Teacher Associations: Strengthen the role of PTAs and other parent groups. Enhance Technology and Accessibility: Promote the use of online portals for parents to access student information and school updates. Virtual Meetings: Offer virtual meetings and webinars to accommodate parents' schedules and increase accessibility. Provide Support and Resources:]				
3.9	% enrollment of Student Engagement through Summer School Interventions Source: Summer School Attendance Data Receommndation: change just to enrollment	Final enrollment for SS 2023 estimated at: 451 Big Lift = 136 Summer STEAM =140 Immersion = 23 Credit Recovery = 88 High School PE, freshman, Algebra, Science =29 ESY & Summer Skills = 35	Final enrollment for SS 2024 estimated at: 545 Big Lift = 140 Summer STEAM = 165 Bridge Freshmen = 5 Credit Recovery = 132 High School PE, Algebra, Science = 19 ESY & Summer Skills = 34		10% increased enrollment of Student Engagement through Summer School Interventions (500 Students)	In 2024, the summer school program saw an almost 20% rise in the number of students enrolled. Programs shifted with the addition of ELOP and elimination of Immersion. The freshman bridge was disaggregated from the HS program. There were significant

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			ELOP = 50			increases in Summer STEAM and Credit Recovery courses. Difference: Final enrollment: +94 Big Lift: +4 Summer STEAM: +25 Immersion: no comparison data Credit Recovery: +44 High School PE, freshman, Algebra, Science: -10 ESY & Summer Skills: -1 ELOP: no comparison data

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Behavior was addressed by the continuation of PBIS and the expansion of District-wide Restorative Practices. The expansion and outreach of our SEL/Mental Health programs with Wellness Room at HMBHS and chill room at Cunha, continues the work of our SLS counselors. The creasingly robust MTSS program addresses academic needs as well as, SEL, Mental Health, and Behavior, including Chronic senteeism. Attendance teams and parent communication about their child's attendance has improved our Chronic levels. We have moved t of Differentiated Assistance for all groups except LTELs in Chronic Absences, Math and ELA.

HOLE CHILD

The metrics and actions within this goal will be implemented to ensure that progress is 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.

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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Our efforts to address Dashboard deficits in Math, ELA, Chronic Absenteeism, Suspension Rate, and College and Career have resulted in the removal of the last two areas, and Hispanic, ELs, SED, Homeless, and SWD subgroups all performing at improved levels

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

We are replacing the Panorama Survey with the CA School Parent Survey

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.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	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	$137,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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		
3.2	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 (LCAP 4.1) 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 (LCAP 4.2) 3.2 F Provide evidence-based SEL workshops to strengthen individual and community well-being (TK-12)	$57,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	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	$38,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	DISTRICT SUSTAINABILITY Build on environmental literacy efforts, optimized facilities, efficient use of resource 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.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Analysis of different domains of referral data, survey data of students, parents, and teachers to measure social emotional well-being and mental health. We will use engagement tracking, behavioral data, survey data of students, parents, teachers, and staff and data collected as part of wellness checks as metrics to monitor the social emotional well-being and mental health of students and staff are supported and to ensure the number of students and staff in need of Tier 2 and Tier 3 supports are decreasing.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of 5th, 8th, and 12th grade students at proficiency or above on the CAASPP CAST scores	2022-2023 Data 5th Grade 28% 8th Grade 24% 12th Grade 21%	2023-2024 Data 5th Grade 30% 8th Grade 29% 12th Grade 27%		2026-2027 5th Grade 38% 8th Grade 34% 12th Grade 31%	2023-2024 Data 5th Grade +2% 8th Grade +5% 12th Grade +6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		source: CAASPP CAST Data	source: CAASPP CAST Data		source: CAASPP CAST Data	source: CAASPP CAST Data
4.2	Meet its legally required minimum three percent (3%) reserve for economic uncertainties ensuring positive certifications	2023-2024 Data 7% reserve	2024-2025 Data 3% reserve		2026-2027 Data Maintain a minimum of 3% reserve yearly	2024-2025 Data On Target
4.3	% of diverse teaching staff by 3% and % of teachers participating in professional development towards career advancement	2023-2024 Data Increase the percentage of diverse teaching staff by 3%, and increase the percentage of teachers participating in professional development towards career advancement by 3%	2023-2024 Data Increase the percentage of diverse teaching staff | 3% Increase the percentage of teachers participating in professional development towards career advancement | 3%		2026-2027 Data Increase the percentage of diverse teaching staff by 3%, and increase the percentage of teachers participating in professional development towards career advancement by 3% Data will be retrieved at the end of 2026/2027 academic school year.	2023-2024 Data Increase the percentage of diverse teaching staff | 3% Increase the percentage of teachers participating in professional development towards career advancement | 3% On Target
4.4	All schools will rate "Good" on the FIT report	2023 FIT reports as included in the 2023 School Accountability Report Cards (SARC): 3 out of 7 schools	2023 FIT reports as included in the 2023 School Accountability Report Cards (SARC):		7 out of 7 sites will rate "Good" on the FIT report in the Data: 2026-27 School	2023 FIT reports as included in the 2023 School Accountability Report Cards (SARC):

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		scored "Good" on the FIT report https://www.cabrillo.k12.ca.us/cms/one.aspx?portalId=18665063&pageId=18819745	3 out of 7 schools scored "Good" on the FIT report https://www.cabrillo.k12.ca.us/cms/one.aspx?portalId=18665063&pageId=18819745		Accountability Report Cards (SARC)	3 out of 7 schools scored "Good" on the FIT report https://www.cabrillo.k12.ca.us/cms/one.aspx?portalId=18665063&pageId=18819745
4.5	% of CUSD teachers appropriately assigned and fully credentials in the subject area and for the students they are teaching	83% of teachers are considered Highly Qualified DATA SOURCE: CA Department of Education | Data Quest 2022-2023 School Year - Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE) Report	TBD% of teachers are considered Highly Qualified DATA SOURCE: CA Department of Education | Data Quest 2022-2023 School Year - Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE) Report NOTE: This report is not yet available at the CDE website. As soon as this data is updated, we will update accordingly		86% of teachers will be considered Highly Qualified DATA SOURCE: CA Department of Education | Data Quest 2025-2026 School Year - Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE) Report	This report is not yet available at the CDE website. As soon as this data is updated, we will update accordingly
4.6	% of CUSD students in the school district have sufficient access to the	2022-2023 Data	2022-2023 Data		2025-2026 Data	2022-2023 Data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	standards-aligned instructional materials	100% of CUSD students in the school district have sufficient access to the standards-aligned instructional materials	100% of CUSD students in the school district have sufficient access to the standards-aligned instructional materials		100% of CUSD students in the school district have sufficient access to the standards-aligned instructional materials On Target	100% of CUSD students in the school district have sufficient access to the standards-aligned instructional materials On Target
4.7	Energy and water cost	2022-2023 Energy and Water Cost Total energy costs =$808,348.07 Total water costs =$109,627.76 TOTAL Energy & Water Cost=$917,975.83. source: Energy costs come from PG&E Gas costs come from SPURR Water costs come from Coastside County Water District, Montara Sanitary District, and California Water Service	2023-2024 Energy and Water Cost Total energy costs =TBD June 30, 2025 Total water costs =TBD June 30, 2025 TOTAL Energy & Water Cost=TBD June 30, 2025 source: Energy costs come from PG&E Gas costs come from SPURR Water costs come from Coastside County Water District, Montara		Costs from energy and water savings will decrease by 10% lower than baseline data	2023-2024 Energy and Water Cost On Target TBD June 20, 2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Sanitary District, and California Water Service			

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

In Year 1, Cabrillo Unified School District implemented comprehensive sustainability initiatives focused on environmental literacy, facility optimization, resource efficiency, and positive climate frameworks. The district prioritized Basic Conditions of Learning (Priority 1) and School Climate (Priority 6) while building systems to control operational costs and match services to enrollment patterns.

Key Differences & Challenges:
The district maintained fiscal responsibility by successfully meeting the legally required 3% economic uncertainty reserve, reducing from 7% to the mandated 3% threshold. However, this tighter fiscal position required careful resource allocation and operational efficiency improvements. Environmental literacy initiatives and facility optimization efforts were implemented as planned, though specific metrics for environmental program effectiveness were not fully established in Year 1.

School climate improvements showed mixed progress across sites. While positive climate frameworks were implemented district-wide, the FIT (Facilities Inspection Tool) reports revealed that only 3 out of 7 schools achieved "Good" ratings, indicating ongoing challenges with facility conditions that impact learning environments. This represents a significant area requiring continued attention and investment.
Academic performance in science showed positive trends, with CAASPP CAST (California Science Test) scores improving across all tested grade levels: 5th grade increased from 28% to 30% proficient, 8th grade improved from 24% to 29%, and 12th grade advanced from 21% to 27%. These gains suggest that environmental literacy and sustainability education initiatives may be contributing to enhanced science learning outcomes.

Successes:

*Successfully met state-mandated fiscal reserve requirements while maintaining educational services
*Achieved consistent improvements in science proficiency across all grade levels (5th, 8th, and 12th grades)
Maintained operational stability while implementing sustainability practices
Established baseline data for facility conditions through FIT assessments
Successfully increased diverse teaching staff representation by 3% as planned
Enhanced teacher professional development participation for career advancement by 3%

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.

Significant fiscal adjustments were made to align with the district's sustainability goals and legal requirements while maintaining educational quality.

The most substantial change involved reducing the economic uncertainty reserve from 7% to the legally required minimum of 3%, freeing up approximately 4% of the district's budget for reinvestment in educational programs and facility improvements. These reallocated funds were strategically deployed to support environmental literacy programs, facility upgrades to improve FIT ratings, and enhanced science instruction that contributed to the observed CAASPP CAST improvements.

Professional development investments were maintained as planned, with funds supporting the 3% increase in diverse teaching staff and enhanced career advancement opportunities for educators. These investments align with the district's sustainability goals by building internal capacity and reducing long-term recruitment and retention costs.

Facility improvement expenditures were adjusted based on FIT assessment results, with priority given to the four schools not meeting "Good" standards. This represented a shift from general facility maintenance to targeted improvements addressing specific safety, functionality, and learning environment deficiencies identified through the systematic facility inspection process.

The Planned Percentage of Improved Services was maintained, but delivery focused more heavily on sustainability initiatives including:

*Environmental education program implementation
*Energy efficiency improvements in facilities
*Technology upgrades supporting both learning and operational efficiency
*Professional development emphasizing sustainable practices and environmental literacy

No material variances in total improved services occurred, but resources were strategically reallocated to maximize both immediate educational impact and long-term operational sustainability.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Specific sustainability actions demonstrated varying levels of effectiveness across different focus areas:

Highly Effective Actions:

iscal management strategies proved exceptionally successful, achieving the required 3% reserve while maintaining educational ogramming. This demonstrates effective operational cost control and resource optimization

*Science education enhancements showed consistent positive impact across all grade levels, with CAASPP CAST scores improving at 5th grade (+2%), 8th grade (+5%), and 12th grade (+6%)

*Staff diversity and professional development initiatives met targets, with successful 3% increases in both diverse teaching staff representation and teacher participation in career advancement programs

Moderately Effective Actions:

*Environmental literacy implementation showed promise through improved science scores, though direct measurement of environmental knowledge and behaviors requires development

*Positive climate framework implementation contributed to overall school stability, though comprehensive climate survey data is needed for full assessment

*Resource efficiency measures supported fiscal sustainability while maintaining service levels

Areas Requiring Enhanced Focus:

*Facility conditions represent the most significant challenge, with only 3 out of 7 schools achieving "Good" FIT ratings. This 43% success rate indicates substantial need for continued facility investment and improvement

*Environmental literacy program assessment requires more robust metrics to measure effectiveness beyond science test scores

*School climate measurement needs expansion beyond discipline and attendance data to include comprehensive wellness and engagement indicators

Overall Assessment:

The district successfully balanced fiscal sustainability with educational improvement, as evidenced by improved science performance and maintained reserve requirements. However, facility conditions present a significant challenge requiring sustained attention and investment to create optimal learning environments across all sites.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

hanced Facility Improvement Strategy:
ven that only 3 out of 7 schools achieved "Good" FIT ratings, the district will implement a comprehensive facility improvement plan with ecific timelines and resource allocation for each of the four schools requiring upgrades. This includes establishing quarterly FIT sessments and targeted improvement goals for each site.

Expanded Environmental Literacy Metrics:
Building on the positive CAASPP CAST results, the district will develop comprehensive environmental literacy assessments including student knowledge, behavior changes, and community engagement measures. New actions include student-led environmental projects, community sustainability partnerships, and annual environmental impact reporting.

Refined Fiscal Sustainability Planning:
While successfully meeting the 3% reserve requirement, the district will implement enhanced budget forecasting and scenario planning to ensure continued fiscal health. This includes developing multi-year sustainability projections and establishing contingency plans for enrollment fluctuations.

Comprehensive Climate Assessment:
Beyond the current metrics, the district will implement comprehensive school climate surveys for students, parents, and staff to better measure the effectiveness of positive climate frameworks. New indicators will include social-emotional wellbeing, mental health support utilization, and engagement tracking.

Professional Development Enhancement:
Building on the successful 3% increases in staff diversity and career advancement participation, the district will expand professional development to include sustainability education training for all staff, environmental literacy curriculum development, and facility management best practices.

Integrated Sustainability Dashboard:
A new comprehensive monitoring system will track facility conditions, environmental education outcomes, fiscal health indicators, and climate metrics in an integrated dashboard allowing for real-time adjustments and data-driven decision making.

These changes reflect the district's commitment to holistic sustainability encompassing fiscal responsibility, environmental stewardship, facility excellence, and positive learning climates while building on demonstrated successes in science education and staff development.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Environmental Sustainability	4.1A Implement Environmental Sustainability scope and sequence of experiences to provide all students with environmental literacy and outdoor learning activities	$2,211,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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		
4.2	Fiscal Sustainability: Align, augment, and monitor fiscal resources to ensure financial stability In both current year and out years 2027 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.	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 I 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	$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.3	In both the current year and out years 2027, CUSD will work on increasing Employee Sustainability by 3%: Create systems to recruit, retain, and support highly qualified and diverse staff	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	$235,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

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.

Actions

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,357,273	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.913%	0.000%	$0.00	7.913%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** College and Career **Need:** Improve College and Career awareness, readiness, and attainment for English Learners (EL), Low income (LI), and foster youth (FY) students. The California Dashboard data for College and Career readiness indicates that while the district meets the standard for having a broad course of study, there is a significant	By increasing instructional pedagogy that can benefit our unduplicated students (English Learners (EL), Low income (LI), and foster youth (FY) we can have increased academic achievement for all students through the implementation of best instruction that benefits all learners. The actions below will particularly address the needs of unduplicated pupils by ensuring we provide Tier 1, Tier 2, and Tier 3 interventions and	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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	gap in access to course offerings for our unduplicated students. The data also suggests that even when accessing the course offerings impacted student groups are not passing classes and becoming credit deficient. These disparities are seen mostly among English Learners (EL), Low income (LI), and foster youth (FY) when compared to state metrics. The data below highlights an urgency to address graduation rates of identified youth as well as their access to the broad course of study available to them. ********** 5-Year Graduation Rates 2023: All Students: 88.2% Low Income: 80.7% English Learners: 70% Foster Youth: No Data College and Career 2023: All Students prepared 48.3% English Learners prepared: 0% Low Income prepared: 16.1% Foster Youth: No Data Analysis of the Data: District graduation rates are below state and county graduation rates and graduation rates among EL's, FY, and LI are all below white peers within the district and all peers compared to county and state data.	supports that will lead to increased college and career opportunities. Additionally, actions to provide professional development and training on the impacts of credit deficiency, the lasting effects on engagement with chronic failure in core classes, and the effects of institutional barriers to appropriate coursework and or course options, including the variety of different pathways to engagement. Encompassing this work in a data-driven system to address root causes of graduation rates and college and career will surface root causes to issues of engagement in desired courses of students and successful completion measured in semester grade, not just the effects - low attendance, truancy, and disengagement. For EL students, a data-driven response will assist in ensuring that language acquisition is not a barrier to achievement. Timely monitoring of progress will provide real-time responses that encourage engagement rather than discouraging participation. Early responses to skills-based learning in the early grades and consistent monitoring of academic progress and language acquisition will allow early access to interventions targeted to specific needs, including language needs, skill-based needs, or content-based needs. For FY students, providing a course of study for each student that is not only attainable but also desired will increase preparedness and graduation rates. Early intervention will provide resilience through gaps in attendance and skills that are	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	While the district meets the "Broad Course of Study" standard, the College and Career data suggests a lack of access to this "Broad Course of Study" for our targeted student groups. These disparities underscore the need for targeted and intensive intervention with students currently in the impacted groups (EL, FY, and LI). Intervention that provides access to the broad course of study and opportunities for youth to participate fully in preferred options within that broad course of study. Interventions that permit early credit recovery, prevent long-term credit deficiency and the corrosive effects of chronic failure in coursework would address both your preparedness and engagement in high school coursework that lead to college and career preparedness. Cabrillo Unified School District is committed to implementing these targeted actions with data-driven decision-making and frequent monitoring of progress toward college and career goals. These actions will close the disparity noted in graduation rates and preparedness for post-graduation opportunities. **Scope:** LEA-wide	easily transferable among different settings. Solidifying skills in how to learn makes it possible for FY students to learn in any setting. For LI students, ensuring that economic status is not a barrier to participation and opportunities for early recovery will increase on-time graduation and post-graduation opportunities. Early opportunities and intervention as needed, in primary grades, provide successful skill acquisition and center the student in their capacity to learn and apply learned skills to new skill sets. Actions of timely intervention act as a bridge for students and signal the capacity to successfully participate in their learning, and are based on. Professional learning and careful attention to results and data for all students assist the district in focusing on the system students engage in and making that system flexible and dynamic in addressing each student's needs. A strong, responsive Multi-Tiered System framework is a framework that can meet each student where they are so that graduation and post-graduation opportunities are increased across all student groups. The funds used for these actions start with supporting students in the earliest grades and maintaining that support through high school, where students have the confidence to be the agents of their futures. Early successes in skills and content build on each other so that the requirements in high school are felt by students as attainable. The commitment of staff to understanding issues of equity and implicit bias,	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		along with the building of cultural competency, creates a learning environment where students are seen, valued, and have a felt sense of belonging. As a result of this work EL, FY and LI students will experience increased graduation rates and confidence in their opportunities post graduation. As a result of this work, students will be prepared for college and career. Below are the specific subactions that will lead to this goal. These subactions are provided on an LEA-wide basis because all of our schools serve unduplicated pupils. 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	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		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	
1.2	**Action:** Early Literacy **Need:** Early Literacy: Expand early literacy efforts for broader academic readiness The CAASPP data for English Language Arts (ELA) in 2023/2024 highlights significant gaps in early literacy performance among English Learners (EL), low-income (LI), and foster youth (FY) students compared to their peers, particularly when contrasted with the performance of White students and the general student population. This data highlights the urgency needed to target interventions to address these literacy gaps. ********** * All Students: (CAASPP DATA Proficient and Above for ELA 2023/2024) *3rd Grade: 42% *7th Grade: 41%	By increasing instructional pedagogy that can benefit our unduplicated students (English Learners (EL), Low income (LI), and foster youth (FY)) we can have increased academic achievement for all students through the implementation of best instruction that benefits all learners. The actions below will particularly address the needs of unduplicated pupils by ensuring we provide Tier 1, Tier 2, and Tier 3 interventions and supports that will lead to increased early literacy efforts Below are the specific sub-actions that will lead to this goal. These sub-actions are provided on an LEA-wide basis because all of our schools serve unduplicated pupils. 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	By 2029, 75% of K-3rd grade students will demonstrate a 10% increase on the Dibels Assessment (June 2028-2029)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	*11th Grade: 46% Socioeconomically Disadvantaged (LI): *3rd Grade: 32% *7th Grade: 27% *11th Grade: 18% Foster Youth: No Data because we had no Foster Youth students to report Analysis of the Data: The data indicates that our English Learners (EL) are significantly below their peers with 3rd grade at 9%, 7th grade at 0%, and 11th grade at 0%, compared to All Students (42%, 41%, 46%). The most critical gap is evident in the 7th and 11th grades, where EL students show 0% proficiency compared to 42% of all students and 61% of White students. Socioeconomically Disadvantaged (LI) Students are significantly below their peers with 3rd grade at 32%, 7th grade at 27%, and 11th grade at 18%, significantly lower than their peers. There are large gaps that are evident, especially in the 3rd grade, where LI students are at 32% compared to 42% of all students and 61% of White students. Foster Youth (FY):	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 ********** Action Plan to Address Identified Needs: ********** 1. Targeted Early Literacy Programs: Implement programs designed to address learning gaps for EL, LI, and FY students. Include differentiated instruction, early literacy interventions, and evidence-based strategies to support foundational literacy skills. Create a targeted literacy block in elementary schools, incorporating the components of the Science of Reading. 2. Intentional Strategies: Prioritize intensive small-group and one-on-one tutoring sessions for EL, FY, and LI students. (Hire reading intervention specialists and ELD TOSAs to support this work.)	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	No Data because we we had no Foster Youth students to report These disparities underscore the urgent need for targeted early literacy programs and interventions. Addressing these gaps is critical to ensuring that all students have the foundational literacy skills necessary for future academic success. Cabrillo Unified School District is committed to implementing these targeted actions to close the literacy gap and support the academic achievement of all its students. EL Students: Consistently lower performance across grades compared to their peers, indicating a lack of gains in early literacy. LI Students: Notable declines in ELA performance, particularly in critical early grades. FY Students: No Data because we had no Foster Youth students to report The data clearly illustrate that EL, LI, and FY students are falling behind their peers in early literacy development. To address these disparities, Cabrillo Unified School District will implement targeted early literacy programs and interventions.	Provide professional development for teachers focused on effective early literacy teaching strategies for these subgroups. (Strengthen Tier 1 Intervention.) Implement family engagement programs to support literacy development at home, especially targeting families of EL, FY, and LI students. Allocate resources to support the work needed for these identified subgroups. ********** Action Priority and Support: ********** Close the Achievement Gap: Provide the necessary support to close the achievement gap for EL, FY, and LI students. Implement data chats/circles to target specific areas of need for these subgroups. Allocate additional resources and specialized staff to schools with high populations of EL, FY, and LI students. Monitor progress through regular assessments and data analysis focused on these subgroups to ensure targeted interventions are effective. Consistency in Early Literacy Instruction: Ensure consistency in early literacy instruction and access to resources across all schools. Benefit all students while providing extra support where needed.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	Efficient use of resources and implementation of best practices across the district. To Address Academic Disparities, we will effectively use our supplemental funds to address the most significant academic disparities identified in the data, ensuring targeted support for EL, FY, and LI students. Our main goal is to improve early literacy skills, foundational for future academic success, maximizing the long-term impact of these funds. We believe this is the best use of funds for our EL, FY, and LI students because by implementing these targeted early literacy actions, Cabrillo Unified School District aims to foster an inclusive and supportive learning environment that addresses the specific needs of our diverse student population. As previously mentioned, the professional development provided for these best practices will naturally support all students. Improved Early Literacy Skills: Lead to better overall academic performance. Reduce the achievement gap between EL, FY, and LI students compared to their peers. Increase student engagement and confidence in academic abilities, leading to higher retention and graduation rates.	
1.3	**Action:** Culturally Responsive Classrooms	By increasing instructional pedagogy that can benefit our unduplicated students (English Learners (EL), Low income (LI), and foster youth	By 2029, current gaps existing among 3rd, 7th, and 11th grade student

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Culturally Responsive Classrooms: Promote meaningful, relevant, and respectful instruction for all students ********** All Students: (CAASPP DATA Proficient and Above for ELA 2023/2024) *3rd Grade: 42% *7th Grade: 41% *11th Grade: 46% English Learners (EL): *3rd Grade: 9% *7th Grade: 0% *11th Grade: 0% Socioeconomically Disadvantaged (LI): *3rd Grade: 32% *7th Grade: 27% *11th Grade: 18% Foster Youth: No Data because we had no Foster Youth students to report California Dashboard English Learner Progress Analysis of the data: When CAASPP data is compared to English Learner Progress data two results stand out:	(FY)) we can have increased academic achievement for all students through the implementation of best instruction that benefits all learners. We believe this is the best use of funds for our EL, FY, and LI students because the actions below will particularly address the needs of unduplicated pupils by ensuring we provide Tier 1, Tier 2, and Tier 3 interventions and supports that will lead to increased culturally responsive classrooms. Below are the specific sub-actions that will lead to this goal. These sub-actions are provided on an LEA-wide basis because all of our schools serve unduplicated pupils. 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	subgroups will decrease by 10% in CAASPP ELA/Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	1. The evidence is stark: Students who are not proficient in the instructional language (English) will not perform well academically compared to white native English-speaking peers. English Learners (EL): *3rd Grade: 9% *7th Grade: 0% *11th Grade: 0% 2. Even when the English Learner Progress status is high, as it is at Cunha, Intermediate School there is not equivalent increase in performance on the CAASPP (0% of 7th grade EL's were proficient on the CAASPP). For LI students CAASPP data shows that student progress is not steadily increasing, with student proficiency declining from 7th grade (27%) to 11th grade (18%). One would expect English Learner progress and CAASPP proficiency to mirror each other and that gains in English Learner Progress would net gains in CAASPP proficiency. We do not see this trend in fact based on 7th-grade results we see the opposite. One would expect that if English Learner progress stalls, so would CAASPP proficiency. This trend, unfortunately, is seen in the data. The fact that ELs that trend positively in EL progress trend poorly in academic	1.3F | Monitor instruction to ensure teaching affirms and includes multicultural and multilingual backgrounds ********** * ACTION PLAN TO ADDRESS TARGETED NEEDS ********** * Addressing universal first instruction focusing on fidelity to the adopted curriculum, culturally relevant teaching strategies, and consistent use of the cycle of instruction to monitor for progress will provide opportunities to support students before achievement gaps occur. Appropriate curriculum adoption, training, and curriculum fidelity will build instructional competency for our target subgroups of students (EL, FY, and LI). As mentioned earlier, a focus on teaching universal first instruction will have a secondary benefit to student across CUSD. Support of instructional practices through classroom visits ensures cohesiveness within and across grade levels and departments. After-school programs with a focus on student access to high-quality instruction would provide additive support for EL, FY, and LI students. Outreach to parents will ensure parents of EL, FY, and LI students have access to the same resources and practices of high-performing student groups. Outreach plans will be developed to match the preferred communication style of	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	achievement points to a need to address culturally relevant instruction and an examination of institutional biases that reliably mute the achievement of not only ELs but Hispanic-Latino and FY students as well. There is a demonstrated need for professional development in culturally relevant curriculum as well as addressing institutional and personal biases that appear to be keeping students from demonstrating and reaching their potential. While language acquisition can be an indicator for FY and LI students, it is not true for all FY and LI students. Examination of barriers to academic progress and inclusion of local indicators to adequately, accurately, and in a timely manner provide the right level of support for students. Access and implementation of MTSS framework and tools, supports, and resources attached to that framework will allow for individual student profiles so that each student **Scope:** LEA-wide	parent groups. This would include the timing of outreach, the content of the material, follow-up with families, and providing requested resources and training as parents of EL, FY, and LI students have unique needs for addressing student supports in the home.	
2.1	**Action:** Improved Achievement for Unduplicated Students: Increased academic outcomes using best practice instruction **Need:**	Improving Outcomes for Unduplicated Students Through High-Quality Instruction and Tiered Support By strengthening instructional pedagogy and implementing evidence-based practices, we aim to	By 2029, 3rd, 7th, and 11th grade At-Promise Students will demonstrate 10% growth on the CAASPP Assessments (ELA and Math), ELPAC,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Improved Achievement for Unduplicated Students: Increased academic outcomes using best practice instruction. ********** All Students: (CAASPP DATA proficient and above for ELA 2023/2024) *3rd Grade: 44% *7th Grade: 41% *11th Grade: 46% English Learners (EL): *3rd Grade: 9% *7th Grade: 0% *11th Grade: 0% Socioeconomically Disadvantaged (LI): *3rd Grade: 32% *7th Grade: 27% *11th Grade: 18% Foster Youth (FY): No Data because we had no Foster Youth students to report Chronic Absentee Data (CA Dashboard 2023) FY: No data to report LI: Chronic Absenteeism is 26.9% EL: Chronic Absenteeism is 26.6% Analysis of the data: There is a correlation between chronic absenteeism and academic progress when	improve academic achievement for all students—particularly our unduplicated students, including English Learners (EL), Low-Income (LI) students, and Foster Youth (FY). High-quality instruction benefits every learner, and these targeted investments will ensure equity and access across our schools. We believe this is the most effective use of funds for our EL, LI, and FY students, as the following actions directly address their needs through a Multi-Tiered System of Supports (MTSS) framework. This approach includes Tier 1 (universal), Tier 2 (targeted), and Tier 3 (intensive) interventions designed to increase academic success and expand college and career opportunities. Key Actions: 2.1A: Provide training in the MTSS framework and strengthen our ability to monitor and deliver tiered supports through Coordination of Services Teams (COST) and Student Success Teams (SST). 2.2B: Ensure Positive Behavioral Interventions and Supports (PBIS) structures are fully implemented and regularly monitored. Our highest priority for Tiered interventions will be our unduplicated student population. Supports will include after-school academic interventions, summer school programming, wrap-around services, and social-emotional learning (SEL) supports.	and RFEP rates of reclassification

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	comparing CAASPP data and Chronic Absentee Data **Scope:** LEA-wide	These actions are implemented districtwide (LEA-wide) because all schools benefit from improved academic outcomes for unduplicated students through high-quality, equity-centered instruction and support systems.	
2.2	**Action:** Fair Practices For All Students: Provide equitable and inclusive access to district programs and pathways **Need:** Fair Practices For All Students: Provide equitable and inclusive access to district programs and pathways 5-Year Graduation Rates 2023: All Students: 88.2% Low Income: 80.7% English Learners: 70% Foster Youth: No Data College and Career 2023: All Students prepared 48.3% English Learners prepared: 0% Low Income prepared: 16.1% Foster Youth: No Data By increasing Advanced Placement (AP) and honors course opportunities, interscholastic athletics, and electives of our At-Promised students, we can ensure fair practices for all	The actions below will address the needs of unduplicated pupils by providing Tier 1, Tier 2, and Tier 3 interventions and supports, ultimately leading to increased college and career opportunities. Allocating funds to increase Advanced Placement (AP) and honors course opportunities, interscholastic athletics, and electives is the best use of resources because it directly addresses the needs of our unduplicated students. By investing in these areas, we ensure that English learners (EL), low-income (LI) students, and foster youth (FY) have access to high-quality educational experiences and extracurricular opportunities. This equitable approach helps close achievement gaps, fosters a sense of belonging, and promotes a well-rounded education. We will provide tailored academic support for English learners that enhances language proficiency and boosts overall academic performance. Increased access to AP and honors courses will challenge these students and prepare them for post-secondary education. For low-income students, we hope to break down financial and social barriers that may prevent them from accessing advanced coursework and extracurricular activities, thereby increasing their	By 2029, CUSD will show a 10% increase in participation of Unduplicated Students in Advanced Placement (AP) and Honors Courses, Interscholastic Athletics, and Electives

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	our students. These efforts will enhance academic achievement for all students and expand college and career pathways. **Scope:** LEA-wide	academic achievement, engagement, and future college and career prospects. For foster youth, our goal is to offer stability and a supportive learning environment that recognizes and addresses their unique challenges. Participation in advanced courses and extracurricular activities will help foster youth build resilience, develop leadership skills, and create pathways to higher education and fulfilling careers. By focusing on these areas, we aim to create a more inclusive and equitable educational environment that supports the academic and personal growth of all our students Below are the specific sub-actions that will lead to this goal. These sub-actions are provided on an LEA-wide basis because all of our students will benefit from increasing fair and equitable practices for all students. 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 2.2 C Review current course and program enrollment process and requirements to increase advanced course enrollment opportunities for all student subgroups	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		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 2.2 F Increase professional development to support At-Promise Students, enhance teacher-student relationships, and improve peer interactions (LCAP 1.3 & 1.4)	
2.3	**Action:** Safe School Environment: Promote positive, safe, and welcoming campuses that engage all learners **Need:** The Dashboard data for 2023 highlights significant chronic absenteeism rates for English Learners (EL) and low-income (LI) students (in the Dashboard Socioeconomically Disadvantaged) as well as other subgroups within the general student population. This data highlights the urgency needed to target interventions to address these attendance, and therefore student success gaps. In addition, the suspension rate for EL and LI students was higher than for the district average, and for all subgroups	This action addresses the high rates of chronic absenteeism and suspension among English learners (EL), foster youth (FY), and low-income (LI) students, as highlighted by the 2023 Dashboard data. The district is implementing targeted support measures, including maintaining secondary school counselors, expanding youth-led leadership, and increasing restorative community circles. By focusing on family engagement through home visits and 1-on-1 meetings, the district ensures that EL, LI, and FY students receive the necessary support to improve attendance and academic success. These actions promote a positive, safe, and welcoming campus environment that benefits all students by enhancing engagement, reducing suspension rates, and fostering positive peer interactions. This is the best use of funds as it directly addresses the critical issues identified by the data, improving attendance and academic outcomes for	By 2029, reduce exclusionary discipline by 10% in secondary schools, increasing Restorative Justice practices in all sites

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The Foster Youth data from CALPADS for 2022-23 and 2023-24 shows 0 students for Cabrillo Unified Data from CA School Dashboard for Cabrillo Unified, 2024 All Students: 15.4% Chronically Absent/ declined by 8.4% English Learners (EL): 18.5% Chronically Absent / declined by 7.5% Socioeconomically Disadvantaged (LI): 18.7.% Chronically Absent/ declined by 8.1% Data from CUSD SIS for all students: Suspension Rate: 2021-22: 2% 2022-23: 2.70% 2023-2024: 2.6% Suspension Rate 2024EL: 3.1%, a 0.3% decline Suspension Rate 2023 LI: 3.5%. a 0.9% decline **Scope:** LEA-wide	EL, LI, and FY students. By investing in targeted interventions and family engagement strategies, the district ensures efficient use of resources to create a more equitable and supportive learning environment for all students. The goal is to enhance language proficiency and academic performance for English learners, remove barriers to education for low-income students, and provide stability and support for foster youth. Overall, the district aims to increase college and career readiness and promote positive school experiences for these students. Below are the specific sub-actions that will lead to this goal. These sub-actions are provided on an LEA-wide basis because all of our students will benefit from increasing fair and equitable practices for all students. 2.3A Maintain secondary school counselors to provide services needed for At-Promise Students (LCAP 4.5) 2.3B Expand emerging youth-led leadership and peer mentoring initiatives across sites to develop positive student role models 2.3C Strengthen training in SMCOE Big 5 Safety Protocol guidelines and Incident Command System (ICS) structure to improve site emergency responses 2.3D Increase the use of Alternatives to Suspension and exclusionary discipline to keep	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		students in school, productively engaged, and accessing their education 2.3E Expand staff training and implementation of restorative community circles at all sites to improve peer-to-peer interactions 2.3F Partner with SMCOE on the implementation of student safety protocols to guide campus security efforts Analysis of the Data: The data indicates that chronic absenteeism is high across the district and significantly impacts EL and LI students, who may not have family resources to compensate for lack of instruction. Engagement and communication with families, as well as family education on the importance of school attendance, can have a positive affect on student attendance. Communicating to families in engagement events and parent organizations, as well as targeted support with home visits and 1-on-1 meetings for families with students at Tier 2 and 3 levels can also impact attendance. There is a demonstrated need for Alternatives to Suspension, expanding upon existing Alcohol, Tobacco, and Other Drugs alternatives, as well as the continuation of efforts to implement restorative justice practices district-wide.	
3.3	**Action:** Family Engagement and Support: Provide culturally competent resources to students and families by strengthening community partnerships	This action prioritizes English learners (EL), foster youth (FY), and low-income (LI) students by providing comprehensive family engagement and support through culturally competent resources and community partnerships. By implementing Tier	By 2029, implement a plan for home-school connectedness demonstrating a 10%

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Dashboard Local Climate Survey Summary: Cabrillo Unified School utilized data from our Healthy Kids Survey (2022-2023) and surveyed a total of 672 students in grades 5th-12th grade. In addition, a summary of the 4 Healthy Kids Survey themes is demonstrated below. 52% School connectedness 64% Academic motivation 52% Caring Adult Relationship 59% Schools perceived as Safe or Very Safe Using CA Healthy Kids (students responding strongly agreeing or agreeing to their self-perception on their academic motivation): English Learners in 7th grade perform 4% less than non-English Learners using the Academic Motivation English Learners in 9th grade perform 7% less than non-English Learners using the Academic Motivation English Learners in 11th grade perform 3% less than non-English Learners using the Academic Motivation Foster Youth: We had no Foster Youth and Low-Income and will determine baseline data this upcoming school year	1, Tier 2, and Tier 3 interventions, we address the specific needs of unduplicated pupils, as identified by data, to ensure they receive the necessary support to thrive academically and personally. These interventions will lead to increased family engagement and academic support, which are crucial for the success of these student groups. By implementing these actions district-wide, we ensure consistency in support and resources, fostering an inclusive environment where every student has the opportunity to succeed. The collective effort across the LEA enhances the overall effectiveness of the programs and promotes equity and excellence in education. While the primary focus is on supporting English learners, low-income, and foster youth students, these actions will benefit all students by fostering a more inclusive and supportive educational environment. By strengthening family engagement, enhancing communication, and providing comprehensive academic and extracurricular opportunities, we create a culture of high expectations and support for all students. This inclusive approach promotes a sense of belonging, improves the overall school climate, and elevates academic outcomes for every student. Allocating funds to these actions is the best use of resources because it directly addresses the needs of EL, FY, and LI. By investing in family engagement, culturally competent resources, and targeted interventions, we ensure that every student has the support needed to succeed	increase as shown in parent/family surveys

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	---------- ---------- Update on Healthy Kids Survey 2023-24 surveyed a total of 586 Secondary students in grades 5th-12th grade. In addition, a summary of the 4 Healthy Kids Survey themes is demonstrated below. School connectedness 62% Academic motivation 73% Caring Adult Relationship 78% Schools perceived as Safe or Very Safe 83% We have seen a positive increase in the four themes from 2022-23 to 2023-24. Using CA Healthy Kids (students responding strongly agreeing or agreeing to their self-perception on their academic motivation): English Learners in 7th grade perform 9% less than non-English Learners using the Academic Motivation English Learners in 9th grade perform 5% better than non-English Learners using the Academic Motivation English Learners in 11th grade [no data] than non-English Learners using the Academic Motivation Foster Youth: We had no Foster Youth in the survey	academically and personally. This strategic use of funds maximizes the impact of our educational programs and fosters equity, inclusion, and excellence throughout the district. For English learners, we aim to provide tailored academic support that enhances language proficiency and boosts overall academic performance. For low-income students, we strive to eliminate barriers to advanced coursework and extracurricular activities, increasing their engagement and future prospects. For foster youth, our goal is to offer stability and support that recognizes their unique challenges, helping them build resilience and pursue higher education and fulfilling careers. Overall, we aim to increase academic achievement, provide college and career pathways, and foster a supportive, inclusive environment for all unduplicated pupils. Provide culturally competent resources to students and families by strengthening community partnerships focused on unduplicated students to target English Learners (EL), Low-income (LI), and foster youth (FY). The actions below will address the needs of unduplicated pupils by ensuring we provide Tier 1, Tier 2, and Tier 3 interventions and supports that will lead to increased family engagement support. Below are the specific sub-actions that will lead to this goal. These sub-actions are provided on an LEA-wide basis because all of our students will	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	After reviewing and interpreting data, although we have various other strengths, an area of improvement is to support students with feeling safe at school. Areas of need in order to address this gap: District-wide social-emotional learning curriculum District-wide Positive Behavior Intervention System (PBIS) system of support. District-wide adoption of the Multi-Tiered System of Support (MTSS) framework to address the whole child, inclusive of Social, Cultural, and Behavioral supports. Engage in a cycle of continuous improvement by analyzing our data to determine if we see improvement using both quantitative and qualitative data around students' social-emotional learning and sense of belonging at school. Specific Actions: *Enhanced Cultural Competency: Training for staff on diverse cultural needs. *Community Partnerships: Collaborate with local organizations to provide culturally relevant workshops and resources. *Parent Engagement: Expand outreach efforts with targeted communication in multiple languages.	benefit by increasing academic outcomes using best-practice instruction. 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 the 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	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Benefits for EL, FY, and LI Students: *Closing the Gap: Ensure equitable access to resources and support services. *Enhanced Participation: Increase family and community involvement through tailored initiatives. Rationale for LEA-wide Implementation: *Equity Focus: While targeting specific student groups, benefits extend to all students through enriched diversity awareness and inclusive practices. *Efficient Resource Utilization: Maximizing supplemental funds to address systemic barriers and promote inclusive education practices. Expected Outcomes: • Improved Engagement: Increase in parent and community participation by 15% across targeted committees and events. Equity Advancements: Establishment of a Diversity, Equity, and Inclusion (DEI) committee to sustain efforts beyond initial implementation. • By aligning your approach with these data-driven insights and strategic actions, you can effectively communicate the rationale and expected impact of Action 3.3 on EL,		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	FY, and LI students within your educational community. **Scope:** LEA-wide		

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not applicable

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Cabrillo Unified School District does not qualify and, therefore, does not receive concentration funding.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	28:1	
Staff-to-student ratio of certificated staff providing direct services to students	19:1	

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	29,789,663	2,357,273	7.913%	0.000%	7.913%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$6,180,000.00	$0.00	$0.00	$0.00	$6,180,000.00	$2,923,000.00	$3,257,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	College and Career	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	$1,175,000.00	$60,000.00	$1,235,000.00				$1,235,000.00	
1	1.2	Early Literacy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	$0.00	$222,000.00	$222,000.00				$222,000.00	
1	1.3	Culturally Responsive Classrooms	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	$610,000.00	$0.00	$610,000.00				$610,000.00	
2	2.1	Improved Achievement for Unduplicated Students: Increased academic outcomes using best practice instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$135,000.00	$210,000.00	$345,000.00				$345,000.00	
2	2.2	Fair Practices For All Students: Provide equitable and inclusive access to district programs and pathways	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	$600,000.00	$85,000.00	$685,000.00	$0.00	$0.00	$0.00	$685,000.00	
2	2.3	Safe School Environment: Promote positive, safe, and welcoming campuses that engage all learners	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	$365,000.00	$25,000.00	$390,000.00				$390,000.00	
2	2.4	Increase staff, family and community engagement strategies to reduce chronic absenteeism.	All Students with Disabilities Hispanic; Homeless Youth; Socio-economically	No			All Schools Specific Schools: Hatch ES Farallone	3 Years	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Disadvantaged; White				View ES Kings Mountain ES El Granada ES Cunha Intermediate									
3	**3.1**	Layers of Support	All	No			All Schools	3 Years	$0.00	$137,000.00	$137,000.00	$0.00	$0.00	$0.00	$137,000.00	
3	**3.2**	Social Emotional Support Provide services promoting social-emotional learning, mental health, and emotional support for students	All	No			All Schools	3 Years	$0.00	$57,000.00	$57,000.00	$0.00	$0.00	$0.00	$57,000.00	
3	**3.3**	Family Engagement and Support: Provide culturally competent resources to students and families by strengthening community partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	$38,000.00	$0.00	$38,000.00	$0.00	$0.00	$0.00	$38,000.00	
4	**4.1**	Environmental Sustainability	All	No			All Schools	3 Years	$0.00	$2,211,000.00	$2,211,000.00	$0.00	$0.00	$0.00	$2,211,000.00	
4	**4.2**	Fiscal Sustainability: Align, augment, and monitor fiscal resources to ensure financial stability In both current year and out years 2027 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.	All	No			All Schools	3 Years	$0.00	$15,000.00	$15,000.00	$0.00	$0.00	$0.00	$15,000.00	
4	**4.3**	In both the current year and out years 2027, CUSD will work on	All	No			All Schools	3 Years	$0.00	$235,000.00	$235,000.00				$235,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		increasing Employee Sustainability by 3%: Create systems to recruit, retain, and support highly qualified and diverse staff														

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
29,789,663	2,357,273	7.913%	0.000%	7.913%	$3,525,000.00	0.000%	11.833 %	**Total:**	$3,525,000.00
								LEA-wide Total:	$3,525,000.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	College and Career	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,235,000.00	
1	1.2	Early Literacy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$222,000.00	
1	1.3	Culturally Responsive Classrooms	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$610,000.00	
2	2.1	Improved Achievement for Unduplicated Students: Increased academic outcomes using best practice instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$345,000.00	
2	2.2	Fair Practices For All Students: Provide equitable and inclusive access to district programs and pathways	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$685,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.3	Safe School Environment: Promote positive, safe, and welcoming campuses that engage all learners	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$390,000.00	
3	3.3	Family Engagement and Support: Provide culturally competent resources to students and families by strengthening community partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$38,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,180,000.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	College and Career	Yes	$1,235,000.00	
1	**1.2**	Early Literacy	Yes	$222,000.00	
1	**1.3**	Culturally Responsive Classrooms	Yes	$610,000.00	
2	**2.1**	Improved Achievement for Unduplicated Students: Increased academic outcomes using best practice instruction	Yes	$345,000.00	
2	**2.2**	Fair Practices For All Students: Provide equitable and inclusive access to district programs and pathways	Yes	$685,000.00	
2	**2.3**	Safe School Environment: Promote positive, safe, and welcoming campuses that engage all learners	Yes	$390,000.00	
2	**2.4**	Increase staff, family and community engagement strategies to reduce chronic absenteeism.	No	$0.00	
3	**3.1**	Layers of Support	No	$137,000.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Social Emotional Support Provide services promoting social-emotional learning, mental health, and emotional support for students	No	$57,000.00	
3	3.3	Family Engagement and Support: Provide culturally competent resources to students and families by strengthening community partnerships	Yes	$38,000.00	
4	4.1	Environmental Sustainability	No	$2,211,000.00	
4	4.2	Fiscal Sustainability: Align, augment, and monitor fiscal resources to ensure financial stability In both current year and out years 2027 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.	No	$15,000.00	
4	4.3	In both the current year and out years 2027, CUSD will work on increasing Employee Sustainability by 3%: Create systems to recruit, retain, and support highly qualified and diverse staff	No	$235,000.00	

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	$3,525,000.00	$0.00	$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	College and Career	Yes	$1,235,000.00			
1	1.2	Early Literacy	Yes	$222,000.00			
1	1.3	Culturally Responsive Classrooms	Yes	$610,000.00			
2	2.1	Improved Achievement for Unduplicated Students: Increased academic outcomes using best practice instruction	Yes	$345,000.00			
2	2.2	Fair Practices For All Students: Provide equitable and inclusive access to district programs and pathways	Yes	$685,000.00			
2	2.3	Safe School Environment: Promote positive, safe, and welcoming campuses that engage all learners	Yes	$390,000.00			
3	3.3	Family Engagement and Support: Provide culturally competent resources to students and families by strengthening community partnerships	Yes	$38,000.00			

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
			0.000%	$0.00	0.000%	0.000%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted 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, target 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.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators 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 must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

CABRILLO UNIFIED SCHOOL DISTRICT

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

SUPERINTENDENT
Dr. Ramon Miramontes

GOVERNING BOARD
Mary Beth Alexander
Peter Cerneka
Lizet Cortes
Carmen Daniel
Breanna Lafontaine

MEMORANDUM

MEETING DATE: June 12, 2025
TO: Members of the Governing Board
FROM: Jennifer Marsh, Chief Business Officer
CATEGORY: Presentation/Public Hearing
ITEM TITLE: Presentation and Public Hearing for Proposed CUSD Budget for the Fiscal Year 2025-26

BACKGROUND INFORMATION

Every school district in California is required to adopt a balanced budget by July 1 of each year for the upcoming fiscal year and the two subsequent school years. Using the best available information, the Budget Adoption process for the Cabrillo Unified School District (CUSD) includes projections of revenues and expenditures for Fiscal Years 2025-26, 2026-27, and 2027-28.

Per Education Code 42103 and 42127 (I), a public hearing must be held to receive input and discuss the proposed 2025-26 district budget prior to its adoption. 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

REPORT/PROPOSAL

Proposed CUSD Budget for the Fiscal Year 2025-26.

FISCAL ANALYSIS

The financial data presented in the CUSD 2025-2026 Proposed Budget is derived from historical data, analysis of future trends, and consideration of state, federal, and local economic indicators.

RECOMMENDATION

The 2025-26 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 Board meeting on June 26, 2025.

Prepared by: *Holly Lynne*

CABRILLO UNIFIED SCHOOL DISTRICT

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2025-26 Proposed Budget & Public Hearing

Report to the Board of Trustees

Jennifer Marsh, Chief Business Officer

June 12, 2025

2025-26 Proposed Budget Presentation

- Final revision and review of the 2024-25 operating budget – Estimated Actuals.
- Review the 2025-26 Proposed Budget for Cabrillo Unified School District.
- Review Multiple Year Projection (MYP) for the 2025-26 Budget - required by the County Office of Education.

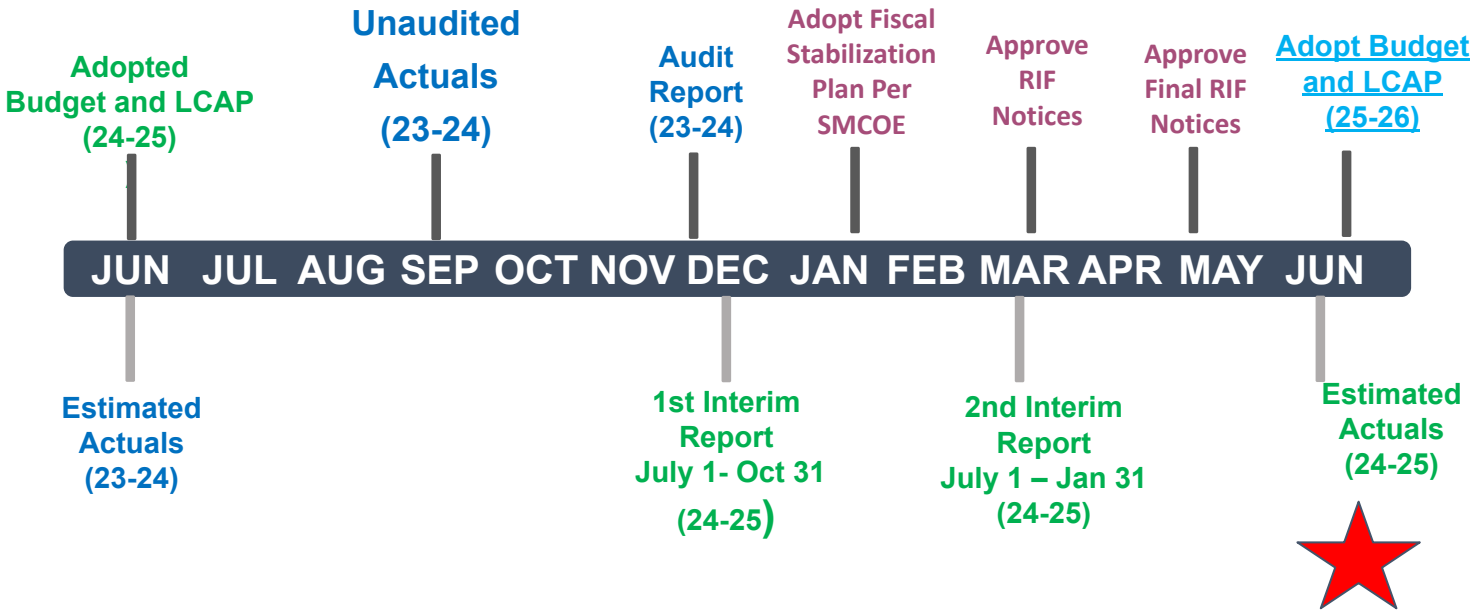
CUSD 2025-26 Budget Proposal

Introduction Education Code Section 42127 (a) (2) requires school districts to adopt a budget and file it with the county superintendent of schools within five days of adoption or by July 1, whichever occurs first.

The steps to adopt the budget include the governing board holding a public hearing on or before July 1 of each year.

Per Education Code section 42127 (d), the county superintendent shall approve, conditionally approve, or disapprove the adopted budget on or before September 15.

Budget development and reporting



2024-25 Revenues
General Fund (Unrestricted)

REVENUES	Adopted Budget	First Interim	Second Interim	Estimated Actuals	Variance	Variance (%)
LCFF Revenue	$34,577,062	$35,577,062	$36,292,999	$36,573,759	$280,760	0.8%
Federal Revenue	$0	$0	$0	$0	$0	0.0%
Other State Revenue	$554,048	$554,048	$565,463	$565,463	$0	0.0%
Other Local Revenue	$421,553	$421,553	$511,932	$793,606	$281,674	66.8%
TOTAL REVENUES	$35,552,663	$36,552,663	$37,370,394	$37,932,828		

- LCFF Revenue increased to reflect P-1 Property Tax Report provided by SMCOE
- Local Revenue increased due to higher Interest projections

2024-25 Expenditures
General Fund (Unrestricted)

EXPENDITURES	Adopted Budget	First Interim	Second Interim	Estimated Actuals	Variance	Variance (%)
Certificated Salaries	$12,417,799	$13,709,644	$14,112,039	$15,197,198	$1,085,159	7.9%
Classified Salaries	$3,681,505	$4,085,285	$4,175,145	$4,455,436	$280,291	6.9%
Employee Benefits	$6,416,826	$7,031,465	$7,012,489	$7,407,917	$395,428	5.6%
Books and Supplies	$542,452	$737,124	$729,793	$770,797	$41,004	5.6%
Services & Other Operating Expenditures	$3,560,145	$3,732,219	$3,541,756	$4,058,058	$516,302	13.8%
Capital Outlay	$0	$22,000	$22,000	$22,000	$0	0.0%
Other Outgo excluding Indirect Costs	$59,468	$59,468	$59,468	$49,670	-$9,798	-16.5%
Other Outgo Indirect Costs	-$55,520	-$53,044	-$60,071	-$59,132	$939	-1.8%
AL EXPENDITURES	$26,622,675	$29,324,161	$29,592,619	$31,901,944		

- Salaries increased due 5% salary increase as of January 1, 2025

2024-25 Expenditures
General Fund (Unrestricted)

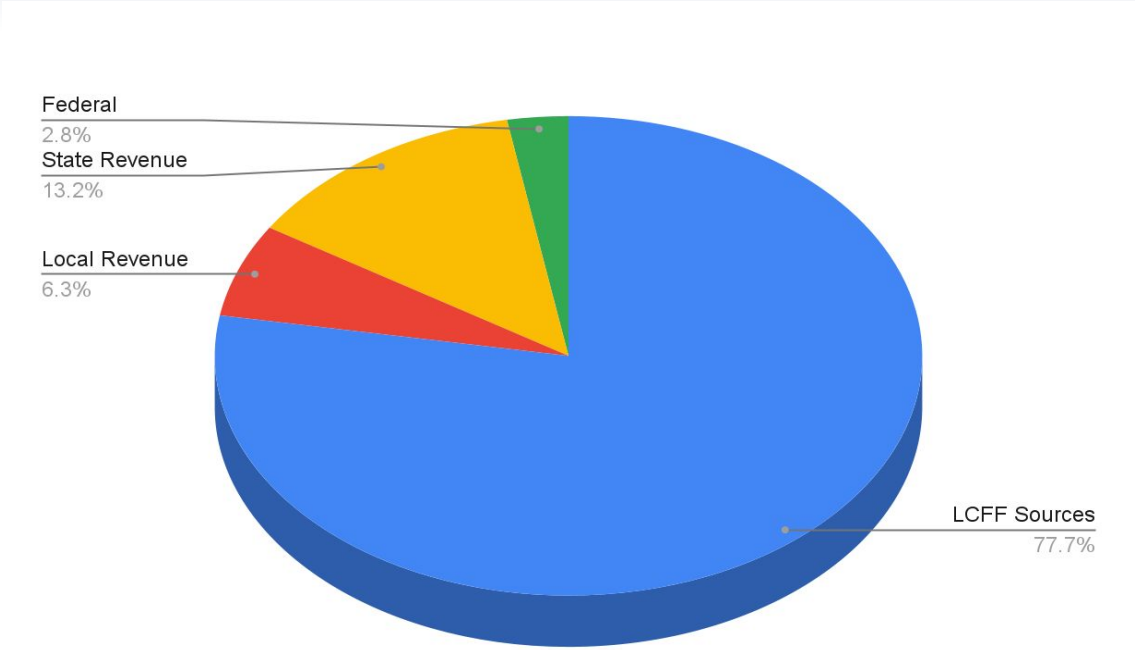
OTHER FINANCING SOURCES/USES	Adopted Budget	First Interim	Second Interim	Estimated Actuals	Variance	Variance (%)
Transfers In	$0	$3,534,044	$3,534,044	$3,534,044	$0	0.00%
Transfers Out	$290,144	$367,526	$361,013	$312,116	-$48,897	-13.3%
Contributions	$7,947,912	$9,191,935	$9,550,284	$9,738,299	$188,015	2.0%
TOTAL, OTHER FINANCING SOURCES/USES	$8,238,056	$6,025,417	$13,445,341	$13,584,459		

- Contributions to Restricted Programs increased due to 5% Salary increase effective January 1, 2025 and an increase to supplies and services to reflect actuals

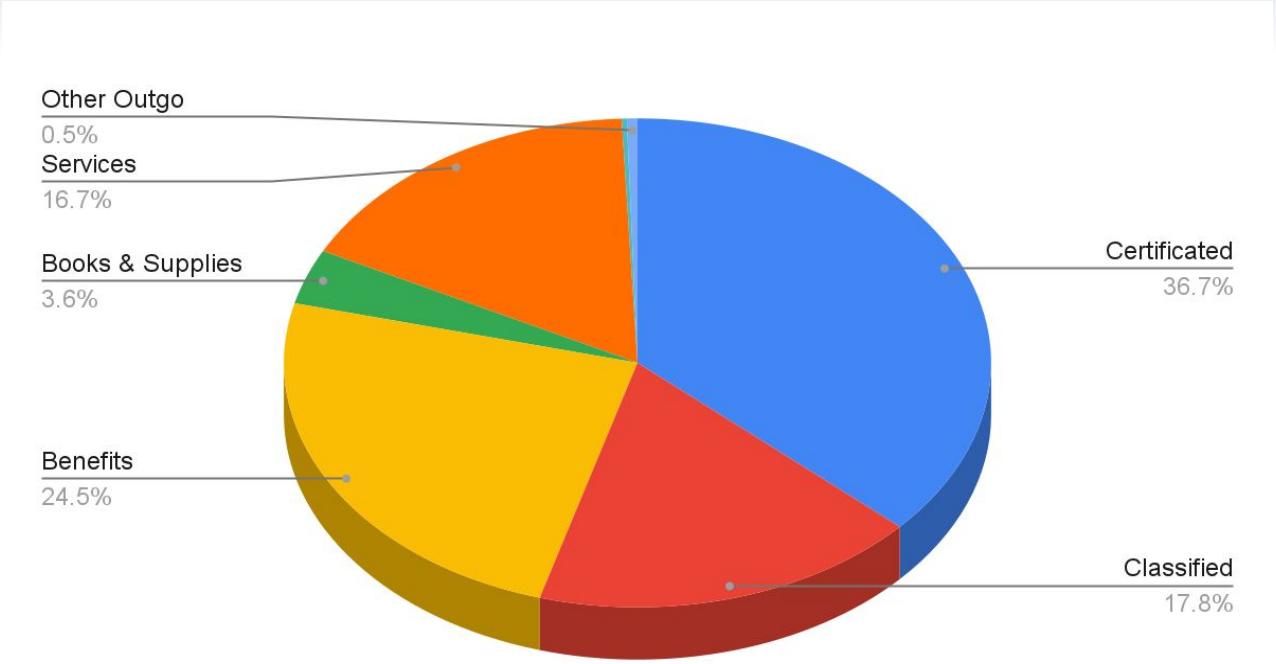
2024-25 Fund Balance
General Fund (Unrestricted)

FUND BALANCE	Adopted Budget	First Interim	Second Interim	Estimated Actuals	Variance
Beginning Fund Balance	$2,664,010	$2,664,010	$2,664,010	$2,664,010	$0
Audit Adj/Restatements	$0	$0	$0	$0	$0
Ending Balance	$3,552,650	$3,867,095	$4,064,533	$2,178,523	-$1,886,010
Components of Ending Fund Balance					
Revolving Cash	$25,000	$25,000	$25,000	$25,000	$0
Stores	$0	$0	$0	$0	$0
Assigned	$0	$2,345,764	$2,509,733	$525,570	-$1,984,163
Reserve for Economic Uncertainties	$1,360,122	$1,496,331	$1,529,800	$1,627,953	$98,153
Unassigned/Unappropriated Amount	$1,970,820	$0	$0		$0

2024-25 General Fund Revenue



2024-25 General Fund Expenditures



CUSD CABRILLO UNIFIED SCHOOL DISTRICT
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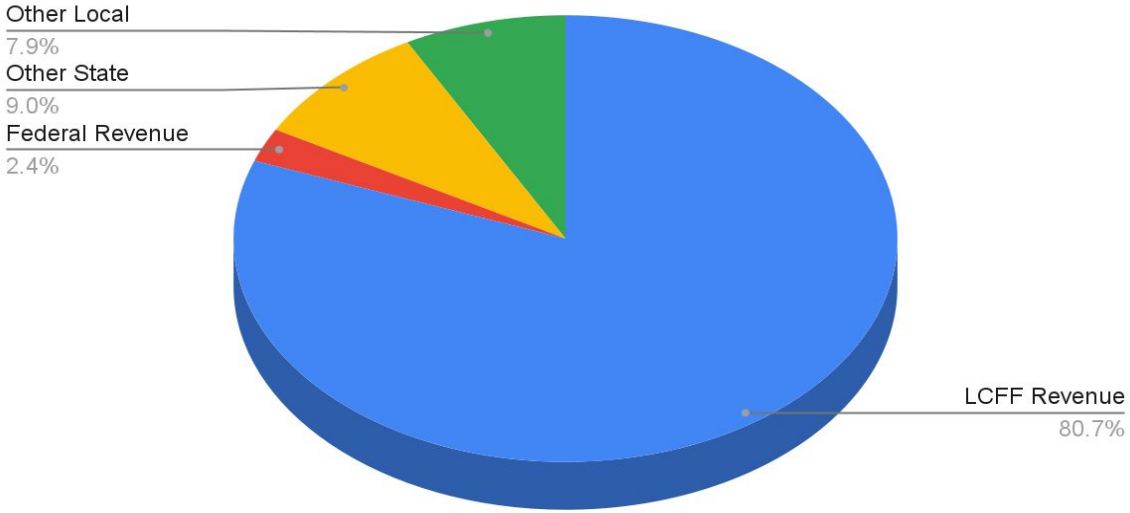
2025-26 Proposed Budget - Revenues

2025-26 PROPOSED BUDGET - REVENUES				
	UNRESTRICTED	RESTRICTED	TOTAL	DETAIL
LCFF Revenue	$37,431,804	$2,115,268	$39,547,072	Property Taxes, LCFF Apportionment, Education Protection Act
Federal Revenue	$0	$1,197,410	$1,197,410	Special Education Grants,Title I, Title II, Title III, Migrant Education, Perkins Grant, Dept of Rehab
Other State Revenue	$565,463	$3,839,993	$4,405,456	Lottery, Special Education funding, One-time funding, ELO-P
Other Local Revenue	$611,932	$3,264,644	$3,876,576	Parcel Taxes, Big Lift, PTO/CEF, Donations
TOTAL REVENUES	**$38,609,199**	**$10,417,315**	**$49,026,514**	

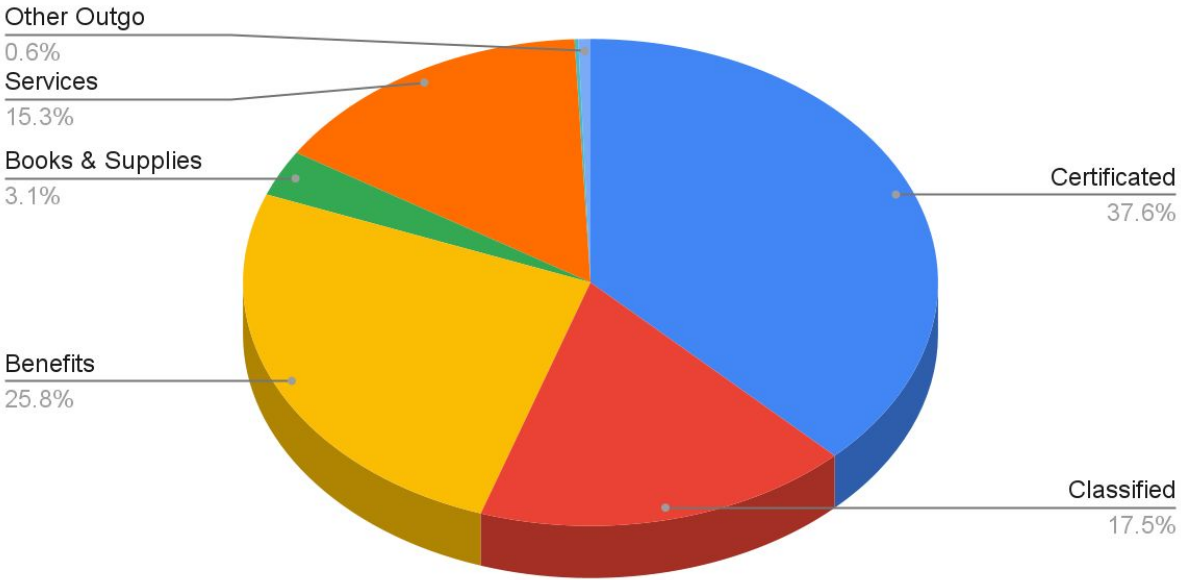
2025-26 Proposed Budget - Expenditures

2025-26 PROPOSED BUDGET - EXPENDITURES				
	UNRESTRICTED	RESTRICTED	TOTAL	DETAIL
Certificated Salaries	$13,693,538	$4,330,488	$18,024,026	Teachers, Student Support, Supervisors and Administrators
Classified Salaries	$3,839,578	$4,554,299	$8,393,877	Instructional Support, Technical, Supervisors and Administrators
Employee Benefits	$6,971,105	$5,383,425	$12,354,530	STRS, PERS, Medicare, Health and Welfare, UI, Workers' Comp
Books and Supplies	$483,781	$983,241	$1,467,022	Approved Textbooks, Books, Reference Materials, Supplies, Equipment under $5000
Services & Other Operating Expenditures	$3,501,797	$3,841,627	$7,343,424	Insurance, Operations, Consulting Services, Legal Services, Repairs, Leases
Capital Outlay	$0	$82,104	$82,104	Equipment (over $5,000)
Other Outgo excluding Indirect Costs	$59,468	$220,000	$279,468	Payments for County School placements
Other Outgo Indirect Costs	-$52,324	$42,912	-$9,412	Interfund transfers of Indirect Costs
			$0	
TOTAL EXPENDITURES	**$28,496,943**	**$19,438,096**	**$47,935,039**	

Proposed Budget Revenues



Proposed Budget Expenditures



CUSD CABRILLO UNIFIED SCHOOL DISTRICT
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Multi Year Projections

aka MYP

Multiyear projections are required by Assembly Bill (AB) 1200 and AB 2756



Projections are anchored in reliable information as of the date of the projection

Projections must be documented, because they will change

Projections will change any time the underlying factors change

CABRILLO UNIFIED SCHOOL DISTRICT-MYP-2025-26 Proposed Budget- UNRESTRICTED ONLY			
	2025-26	2026-27	2027-28
Total Revenues:	38,609,199	39,529,205	40,476,779
Total Expenditures:	28,496,943	29,115,260	29,805,127
Net Increase (Decrease) to Fund Balance	10,112,256	10,413,945	10,671,652
FUND BALANCE RESERVES:			
Beginning Fund Balance	2,178,524	3,183,634	4,215,398
Net Increase (Decrease)	10,112,256	10,413,945	10,671,652
Transfers In	0	0	0
Transfers Out (To Fund 13)	(300,000)	(309,060)	(319,630)
Contributions to Restricted Programs	(8,807,146)	(9,073,122)	(9,383,423)
ENDING FUND BALANCE:	**3,183,634**	**4,215,397**	**5,183,997**
Net Increase/(Decrease) in Fund Balance	1,005,110	1,031,763	968,599
Deficit Spending?	No	No	No
COMPONENTS OF THE ENDING FUND BALANCE			
NONSPENDABLE: Revolving Cash	25,000	25,000	25,000
COMMITTED:	0	0	0
ASSIGNED:			
	0	0	0
UNASSIGNED: AVAILABLE RESERVES			
3% Required Reserve	**1,447,052**	**1,471,442**	**1,498,171**
Undesignated Fund Balance	**1,711,582**	**2,718,955**	**3,660,826**
TOTAL AVAILABLE RESERVES AS A PERCENTAGE:			
TOTAL AVAILABLE GENERAL FUND RESERVES	**1,711,582**	**2,718,955**	**3,660,826**
ADD FUND 17 RESERVES	3,569,526	3,569,526	3,569,526
TOTAL AVAILABLE RESERVES IN DOLLARS:	5,281,108	6,288,481	7,230,352
TOTAL AVAILABLE RESERVES AS A PERCENTAGE:	10.36%	12.32%	14.26%

All Funds - Positive Fund Balances

Fund 08	ASB - Student Activity	$	74,246.02
Fund 11	Adult Education	$	14,073.01
Fund 12	Child Development	$	31,981.74
Fund 13	Cafeteria	$	263,529.79
Fund 14	Deferred Maintenance	$	261.19
Fund 17	Special Reserve	$	3,571,026.39
Fund 21	Building	$	2,845,153.66
Fund 25	Capital Facilities	$	3,049,849.61
Fund 40	Special Reserve for Capital Outlay	$	5,147,136.08

Key Budget Assumptions - Fund 01

Governor's Assumptions	2025-26	2026-27	2027-28
COLA-Cost of Living Adjustment	2.43%	3.02%	3.42%
Consumer Price Index - CPI	3.42%	2.98%	2.77%
CalPERS Employer Rate	26.81%	26.90%	27.80%
CalSTRS Employer Rate	19.10%	19.10%	19.10%
Unemployment Rate	0.05%	0.05%	0.05%

District's Assumptions	2025-26	2026-27	2027-28
Enrollment	2562	2495	2407
Funded ADA	2530.49	2439.93	2371.87
Step and Column Increase	2%	2%	2%
Health Benefit Rate Increase	5%	5%	5%
Reserve for Economic Uncertainty	3%	3%	3%
Routine Restricted Maintenance	3%	3%	3%
Workers' Compensation	1.91%	1.91%	1.91%
Unduplicated Pupil %	38.50%	35.98%	32.85%

Proposed Budget Report

The Certification of the District's financial condition may take one of three forms:

✔ Positive Certification: The District will meet its financial obligations for the current fiscal year and subsequent two years.

- Qualified Certification: The District may not meet its financial obligations for the current fiscal year or subsequent two years.
- Negative Declaration: The District will not meet its financial obligations for the remainder of the fiscal year or for the subsequent fiscal years.

Next Steps:

The Governing Board will be asked to adopt the proposed budget on June 26th, 2025.

For additional information:

Jennifer Marsh
Chief Business Officer
marshj@cabrillo.k12.ca.us

Thank you!

CABRILLO UNIFIED SCHOOL DISTRICT

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

SUPERINTENDENT
Dr. Ramon Miramontes

GOVERNING BOARD
Mary Beth Alexander
Peter Cerneka
Lizet Cortes
Carmen Daniel
Breanna Lafontaine

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 2025-26 Budget.

A hard copy of the proposed budget will be available for public examination from June 9, 2025, to June 12, 2025, between the hours of 8:00 a.m. and 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 2025-26 budget may appear before the Cabrillo Unified School District Board of Trustees and speak to the proposed budget for fiscal year 2025-2026 or any item therein.

The Budget will be presented for adoption at the Regular Governing Board meeting on Thursday, June 26, 2025, at 6:00 p.m.

CUSD 2025-26 Budget Public Hearing

Thursday, June 12, 2025 at 6:00 PM

Cabrillo Unified School District

Governing Board Meeting at:

Cunha Intermediate School in the Library
600 Church Street
Half Moon Bay, CA 94019

Posted Friday, May 30, 2025

ANNUAL BUDGET REPORT:

July 1, 2025 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: District Office
Date: 6/06/2025

Public Hearing:

Place: Cunha Intermediate School - Library
Date: 6/12/2025
Time: 6:00 PM

Adoption Date: 06/26/2025
Signed:
Clerk/Secretary of the Governing Board
(Original signature required)
Printed Name: Dr. Ramon Miramontes
Title: Superintendent

Contact person for additional information on the budget reports:

Name: Jennifer Marsh
Title: Chief Business Officer
Telephone: 650-376-4429
E-mail: marshj@cabrillo.k12.ca.us

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review (Form 01CS). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern for fiscal solvency purposes and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	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 (2024-25) 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:	06/26/2025	
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

G = General Ledger Data; S = Supplemental Data

Form	Description	Data Supplied For: 2024-25 Estimated Actuals	2025-26 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	GS	
CEB	Current Expense Formula/Minimum Classroom Comp. - Budget		GS
DEBT	Schedule of Long-Term Liabilities	S	
ESMOE	Every Student Succeeds Act Maintenance of Effort	GS	
ICR	Indirect Cost Rate Worksheet	G	

L	Lottery Report	GS	
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	2024-25 Estimated Actuals Unrestricted (A)	2024-25 Estimated Actuals Restricted (B)	2024-25 Estimated Actuals Total Fund col. A + B (C)	2025-26 Budget Unrestricted (D)	2025-26 Budget Restricted (E)	2025-26 Budget Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	36,573,759.00	2,131,433.00	38,705,192.00	37,431,804.00	2,115,268.00	39,547,072.00	2.2%
2) Federal Revenue		8100-8299	0.00	1,389,244.00	1,389,244.00	0.00	1,197,410.00	1,197,410.00	-13.8%
3) Other State Revenue		8300-8599	565,463.00	6,027,845.00	6,593,308.00	565,463.00	3,839,993.00	4,405,456.00	-33.2%
4) Other Local Revenue		8600-8799	793,606.00	3,125,093.00	3,918,699.00	611,932.00	3,264,644.00	3,876,576.00	-1.1%
5) TOTAL, REVENUES			37,932,828.00	12,673,615.00	50,606,443.00	38,609,199.00	10,417,315.00	49,026,514.00	-3.1%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	15,197,198.00	4,605,814.00	19,803,012.00	13,693,538.00	4,330,488.00	18,024,026.00	-9.0%
2) Classified Salaries		2000-2999	4,455,436.00	5,123,234.00	9,578,670.00	3,839,578.00	4,554,299.00	8,393,877.00	-12.4%
3) Employee Benefits		3000-3999	7,407,917.00	5,789,554.00	13,197,471.00	6,971,105.00	5,383,425.00	12,354,530.00	-6.4%
4) Books and Supplies		4000-4999	770,797.00	1,192,797.00	1,963,594.00	483,781.00	983,241.00	1,467,022.00	-25.3%
5) Services and Other Operating Expenditures		5000-5999	4,058,058.00	4,965,953.00	9,024,011.00	3,501,797.00	3,841,627.00	7,343,424.00	-18.6%
6) Capital Outlay		6000-6999	22,000.00	103,851.00	125,851.00	0.00	82,104.00	82,104.00	-34.8%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	49,670.00	220,000.00	269,670.00	59,468.00	220,000.00	279,468.00	3.6%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(59,132.00)	49,720.00	(9,412.00)	(52,324.00)	42,912.00	(9,412.00)	0.0%
9) TOTAL, EXPENDITURES			31,901,944.00	22,050,923.00	53,952,867.00	28,496,943.00	19,438,096.00	47,935,039.00	-11.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			6,030,884.00	(9,377,308.00)	(3,346,424.00)	10,112,256.00	(9,020,781.00)	1,091,475.00	-132.6%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	3,534,044.00	0.00	3,534,044.00	0.00	0.00	0.00	-100.0%
b) Transfers Out		7600-7629	312,116.00	0.00	312,116.00	300,000.00	0.00	300,000.00	-3.9%
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	(9,738,299.00)	9,738,299.00	0.00	(8,807,146.00)	8,807,146.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(6,516,371.00)	9,738,299.00	3,221,928.00	(9,107,146.00)	8,807,146.00	(300,000.00)	-109.3%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(485,487.00)	360,991.00	(124,496.00)	1,005,110.00	(213,635.00)	791,475.00	-735.7%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	2,664,010.63	4,898,548.51	7,562,559.14	2,178,523.63	5,259,539.51	7,438,063.14	-1.6%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 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)			2,664,010.63	4,898,548.51	7,562,559.14	2,178,523.63	5,259,539.51	7,438,063.14	-1.6%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,664,010.63	4,898,548.51	7,562,559.14	2,178,523.63	5,259,539.51	7,438,063.14	-1.6%
2) Ending Balance, June 30 (E + F1e)			2,178,523.63	5,259,539.51	7,438,063.14	3,183,633.63	5,045,904.51	8,229,538.14	10.6%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	25,000.00	0.00	25,000.00	25,000.00	0.00	25,000.00	0.0%
Stores		9712	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	5,259,539.79	5,259,539.79	0.00	5,045,904.99	5,045,904.99	-4.1%
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	525,570.63	0.00	525,570.63	1,711,581.63	0.00	1,711,581.63	225.7%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	1,627,953.00	0.00	1,627,953.00	1,447,052.00	0.00	1,447,052.00	-11.1%
Unassigned/Unappropriated Amount		9790	0.00	(.28)	(.28)	0.00	(.48)	(.48)	71.4%
G. ASSETS									
1) Cash									
a) in County Treasury		9110	0.00	0.00	0.00				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	0.00	0.00	0.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	0.00	0.00	0.00				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals Unrestricted (A)	2024-25 Estimated Actuals Restricted (B)	2024-25 Estimated Actuals Total Fund col. A + B (C)	2025-26 Budget Unrestricted (D)	2025-26 Budget Restricted (E)	2025-26 Budget Total Fund col. D + E (F)	% Diff Column C & F
9) Lease Receivable		9380	0.00	0.00	0.00				
10) TOTAL, ASSETS			0.00	0.00	0.00				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	0.00	0.00	0.00				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			0.00	0.00	0.00				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00	0.00	0.00				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	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	506,098.00	0.00	506,098.00	487,986.00	0.00	487,986.00	-3.6%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	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	35,046,290.00	0.00	35,046,290.00	35,922,447.00	0.00	35,922,447.00	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	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
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	2024-25 Estimated Actuals			2025-26 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			36,573,759.00	0.00	36,573,759.00	37,431,804.00	0.00	37,431,804.00	2.3%
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	2,131,433.00	2,131,433.00	0.00	2,115,268.00	2,115,268.00	-0.8%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			36,573,759.00	2,131,433.00	38,705,192.00	37,431,804.00	2,115,268.00	39,547,072.00	2.2%
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	607,602.00	607,602.00	0.00	607,568.00	607,568.00	0.0%
Special Education Discretionary Grants		8182	0.00	14,443.00	14,443.00	0.00	14,443.00	14,443.00	0.0%
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	165,681.00	165,681.00	0.00	149,086.00	149,086.00	-10.0%
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		288,955.00	288,955.00		133,532.00	133,532.00	-53.8%
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		114,356.00	114,356.00		114,356.00	114,356.00	0.0%
Title III, Immigrant Student Program	4201	8290		6,603.00	6,603.00		6,603.00	6,603.00	0.0%
Title III, English Learner Program	4203	8290		58,482.00	58,482.00		58,482.00	58,482.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 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 Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290		10,000.00	10,000.00		10,000.00	10,000.00	0.0%
Career and Technical Education	3500-3599	8290		15,945.00	15,945.00		15,945.00	15,945.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	107,177.00	107,177.00	0.00	87,395.00	87,395.00	-18.5%
TOTAL, FEDERAL REVENUE			0.00	1,389,244.00	1,389,244.00	0.00	1,197,410.00	1,197,410.00	-13.8%
OTHER STATE REVENUE									
Other State Apportionments									
Special Education Master Plan									
Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		104,757.00	104,757.00		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%
Expanded Learning Opportunities Program (ELO-P)	2600	8590		782,148.00	782,148.00		782,148.00	782,148.00	0.0%
After School Education and Safety (ASES)	6010	8590		152,612.00	152,612.00		127,019.00	127,019.00	-16.8%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		1,910.00	1,910.00		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		347,290.00	347,290.00		400,275.00	400,275.00	15.3%
Arts and Music in Schools (Prop 28)	6770	8590		362,691.00	362,691.00		362,691.00	362,691.00	0.0%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		26,250.00	26,250.00		0.00	0.00	-100.0%
All Other State Revenue	All Other	8590	11,415.00	4,082,687.00	4,094,102.00	11,415.00	2,000,360.00	2,011,775.00	-50.9%
TOTAL, OTHER STATE REVENUE			565,463.00	6,027,845.00	6,593,308.00	565,463.00	3,839,993.00	4,405,456.00	-33.2%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 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									
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	2,120,113.00	2,120,113.00	31.7%
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	57,058.00	0.00	57,058.00	57,058.00	0.00	57,058.00	0.0%
Interest		8660	300,000.00	0.00	300,000.00	300,000.00	0.00	300,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue									
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenue from Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	436,548.00	1,515,093.00	1,951,641.00	254,874.00	1,144,531.00	1,399,405.00	-28.3%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 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)	
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			793,606.00	3,125,093.00	3,918,699.00	611,932.00	3,264,644.00	3,876,576.00	-1.1%
TOTAL, REVENUES			37,932,828.00	12,673,615.00	50,606,443.00	38,609,199.00	10,417,315.00	49,026,514.00	-3.1%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	11,798,551.00	3,411,976.00	15,210,527.00	10,607,139.00	3,459,611.00	14,066,750.00	-7.5%
Certificated Pupil Support Salaries		1200	527,087.00	852,878.00	1,379,965.00	622,245.00	835,448.00	1,457,693.00	5.6%
Certificated Supervisors' and Administrators' Salaries		1300	2,438,852.00	234,514.00	2,673,366.00	2,122,048.00	12,000.00	2,134,048.00	-20.2%
Other Certificated Salaries		1900	432,708.00	106,446.00	539,154.00	342,106.00	23,429.00	365,535.00	-32.2%
TOTAL, CERTIFICATED SALARIES			15,197,198.00	4,605,814.00	19,803,012.00	13,693,538.00	4,330,488.00	18,024,026.00	-9.0%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	24,968.00	1,327,819.00	1,352,787.00	23,946.00	1,301,785.00	1,325,731.00	-2.0%
Classified Support Salaries		2200	1,196,230.00	2,483,016.00	3,679,246.00	831,575.00	2,175,892.00	3,007,467.00	-18.3%
Classified Supervisors' and Administrators' Salaries		2300	594,112.00	218,004.00	812,116.00	792,165.00	166,244.00	958,409.00	18.0%
Clerical, Technical and Office Salaries		2400	1,500,114.00	371,708.00	1,871,822.00	1,324,093.00	365,491.00	1,689,584.00	-9.7%
Other Classified Salaries		2900	1,140,012.00	722,687.00	1,862,699.00	867,799.00	544,887.00	1,412,686.00	-24.2%
TOTAL, CLASSIFIED SALARIES			4,455,436.00	5,123,234.00	9,578,670.00	3,839,578.00	4,554,299.00	8,393,877.00	-12.4%
EMPLOYEE BENEFITS									
STRS		3101-3102	2,705,437.00	2,313,831.00	5,019,268.00	2,515,529.00	2,342,097.00	4,857,626.00	-3.2%
PERS		3201-3202	1,223,086.00	1,293,809.00	2,516,895.00	1,014,626.00	1,149,930.00	2,164,556.00	-14.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals Unrestricted (A)	2024-25 Estimated Actuals Restricted (B)	2024-25 Estimated Actuals Total Fund col. A + B (C)	2025-26 Budget Unrestricted (D)	2025-26 Budget Restricted (E)	2025-26 Budget Total Fund col. D + E (F)	% Diff Column C & F
OASDI/Medicare/Alternative		3301-3302	567,768.00	445,261.00	1,013,029.00	537,753.00	435,457.00	973,210.00	-3.9%
Health and Welfare Benefits		3401-3402	2,381,321.00	1,507,296.00	3,888,617.00	2,578,820.00	1,291,380.00	3,870,200.00	-0.5%
Unemployment Insurance		3501-3502	9,778.00	5,254.00	15,032.00	8,850.00	4,650.00	13,500.00	-10.2%
Workers' Compensation		3601-3602	337,818.00	170,594.00	508,412.00	315,188.00	159,815.00	475,003.00	-6.6%
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	182,709.00	53,509.00	236,218.00	339.00	96.00	435.00	-99.8%
TOTAL, EMPLOYEE BENEFITS			7,407,917.00	5,789,554.00	13,197,471.00	6,971,105.00	5,383,425.00	12,354,530.00	-6.4%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	0.00	73,367.00	73,367.00	0.00	103,529.00	103,529.00	41.1%
Books and Other Reference Materials		4200	35,252.00	74,091.00	109,343.00	5,178.00	177.00	5,355.00	-95.1%
Materials and Supplies		4300	726,366.00	1,044,264.00	1,770,630.00	469,424.00	879,535.00	1,348,959.00	-23.8%
Noncapitalized Equipment		4400	9,179.00	0.00	9,179.00	9,179.00	0.00	9,179.00	0.0%
Food		4700	0.00	1,075.00	1,075.00	0.00	0.00	0.00	-100.0%
TOTAL, BOOKS AND SUPPLIES			770,797.00	1,192,797.00	1,963,594.00	483,781.00	983,241.00	1,467,022.00	-25.3%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	1,012,341.00	1,012,341.00	0.00	998,438.00	998,438.00	-1.4%
Travel and Conferences		5200	77,703.00	202,924.00	280,627.00	23,788.00	60,821.00	84,609.00	-69.9%
Dues and Memberships		5300	28,858.00	20,273.00	49,131.00	27,937.00	0.00	27,937.00	-43.1%
Insurance		5400 - 5450	987,945.00	0.00	987,945.00	1,223,785.00	0.00	1,223,785.00	23.9%
Operations and Housekeeping Services		5500	993,448.00	0.00	993,448.00	997,467.00	0.00	997,467.00	0.4%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	118,262.00	473,245.00	591,507.00	114,843.00	402,407.00	517,250.00	-12.6%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	1,471,841.00	3,254,969.00	4,726,810.00	818,811.00	2,377,200.00	3,196,011.00	-32.4%
Communications		5900	380,001.00	2,201.00	382,202.00	295,166.00	2,761.00	297,927.00	-22.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			4,058,058.00	4,965,953.00	9,024,011.00	3,501,797.00	3,841,627.00	7,343,424.00	-18.6%
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals Unrestricted (A)	2024-25 Estimated Actuals Restricted (B)	2024-25 Estimated Actuals Total Fund col. A + B (C)	2025-26 Budget Unrestricted (D)	2025-26 Budget Restricted (E)	2025-26 Budget Total Fund col. D + E (F)	% Diff Column C & F
Equipment		6400	22,000.00	28,286.00	50,286.00	0.00	6,539.00	6,539.00	-87.0%
Equipment Replacement		6500	0.00	75,565.00	75,565.00	0.00	75,565.00	75,565.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			22,000.00	103,851.00	125,851.00	0.00	82,104.00	82,104.00	-34.8%
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	0.00	0.00	0.00	9,798.00	0.00	9,798.00	New
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	49,670.00	220,000.00	269,670.00	49,670.00	220,000.00	269,670.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			49,670.00	220,000.00	269,670.00	59,468.00	220,000.00	279,468.00	3.6%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals Unrestricted (A)	2024-25 Estimated Actuals Restricted (B)	2024-25 Estimated Actuals Total Fund col. A + B (C)	2025-26 Budget Unrestricted (D)	2025-26 Budget Restricted (E)	2025-26 Budget Total Fund col. D + E (F)	% Diff Column C & F
Transfers of Indirect Costs		7310	(49,720.00)	49,720.00	0.00	(42,912.00)	42,912.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(9,412.00)	0.00	(9,412.00)	(9,412.00)	0.00	(9,412.00)	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(59,132.00)	49,720.00	(9,412.00)	(52,324.00)	42,912.00	(9,412.00)	0.0%
TOTAL, EXPENDITURES			31,901,944.00	22,050,923.00	53,952,867.00	28,496,943.00	19,438,096.00	47,935,039.00	-11.2%
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	3,534,044.00	0.00	3,534,044.00	0.00	0.00	0.00	-100.0%
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			3,534,044.00	0.00	3,534,044.00	0.00	0.00	0.00	-100.0%
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	312,116.00	0.00	312,116.00	300,000.00	0.00	300,000.00	-3.9%
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			312,116.00	0.00	312,116.00	300,000.00	0.00	300,000.00	-3.9%
OTHER SOURCES/USES									
SOURCES									
State Apportionments									
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(9,738,299.00)	9,738,299.00	0.00	(8,807,146.00)	8,807,146.00	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			(9,738,299.00)	9,738,299.00	0.00	(8,807,146.00)	8,807,146.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			(6,516,371.00)	9,738,299.00	3,221,928.00	(9,107,146.00)	8,807,146.00	(300,000.00)	-109.3%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals Unrestricted (A)	2024-25 Estimated Actuals Restricted (B)	2024-25 Estimated Actuals Total Fund col. A + B (C)	2025-26 Budget Unrestricted (D)	2025-26 Budget Restricted (E)	2025-26 Budget Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	36,573,759.00	2,131,433.00	38,705,192.00	37,431,804.00	2,115,268.00	39,547,072.00	2.2%
2) Federal Revenue		8100-8299	0.00	1,389,244.00	1,389,244.00	0.00	1,197,410.00	1,197,410.00	-13.8%
3) Other State Revenue		8300-8599	565,463.00	6,027,845.00	6,593,308.00	565,463.00	3,839,993.00	4,405,456.00	-33.2%
4) Other Local Revenue		8600-8799	793,606.00	3,125,093.00	3,918,699.00	611,932.00	3,264,644.00	3,876,576.00	-1.1%
5) TOTAL, REVENUES			37,932,828.00	12,673,615.00	50,606,443.00	38,609,199.00	10,417,315.00	49,026,514.00	-3.1%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		17,563,633.00	13,187,903.00	30,751,536.00	15,765,748.00	12,207,661.00	27,973,409.00	-9.0%
2) Instruction - Related Services	2000-2999		5,764,323.00	2,029,768.00	7,794,091.00	4,809,053.00	1,819,007.00	6,628,060.00	-15.0%
3) Pupil Services	3000-3999		1,038,408.00	3,311,282.00	4,349,690.00	934,239.00	2,573,869.00	3,508,108.00	-19.3%
4) Ancillary Services	4000-4999		791,303.00	270,877.00	1,062,180.00	487,942.00	188,928.00	676,870.00	-36.3%
5) Community Services	5000-5999		0.00	94,000.00	94,000.00	0.00	94,000.00	94,000.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		4,838,965.00	49,720.00	4,888,685.00	4,586,958.00	42,912.00	4,629,870.00	-5.3%
8) Plant Services	8000-8999		1,855,642.00	2,887,373.00	4,743,015.00	1,853,535.00	2,291,719.00	4,145,254.00	-12.6%
9) Other Outgo	9000-9999	Except 7600-7699	49,670.00	220,000.00	269,670.00	59,468.00	220,000.00	279,468.00	3.6%
10) TOTAL, EXPENDITURES			31,901,944.00	22,050,923.00	53,952,867.00	28,496,943.00	19,438,096.00	47,935,039.00	-11.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			6,030,884.00	(9,377,308.00)	(3,346,424.00)	10,112,256.00	(9,020,781.00)	1,091,475.00	-132.6%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	3,534,044.00	0.00	3,534,044.00	0.00	0.00	0.00	-100.0%
b) Transfers Out		7600-7629	312,116.00	0.00	312,116.00	300,000.00	0.00	300,000.00	-3.9%
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	(9,738,299.00)	9,738,299.00	0.00	(8,807,146.00)	8,807,146.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(6,516,371.00)	9,738,299.00	3,221,928.00	(9,107,146.00)	8,807,146.00	(300,000.00)	-109.3%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(485,487.00)	360,991.00	(124,496.00)	1,005,110.00	(213,635.00)	791,475.00	-735.7%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	2,664,010.63	4,898,548.51	7,562,559.14	2,178,523.63	5,259,539.51	7,438,063.14	-1.6%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals			2025-26 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)			2,664,010.63	4,898,548.51	7,562,559.14	2,178,523.63	5,259,539.51	7,438,063.14	-1.6%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,664,010.63	4,898,548.51	7,562,559.14	2,178,523.63	5,259,539.51	7,438,063.14	-1.6%
2) Ending Balance, June 30 (E + F1e)			2,178,523.63	5,259,539.51	7,438,063.14	3,183,633.63	5,045,904.51	8,229,538.14	10.6%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	25,000.00	0.00	25,000.00	25,000.00	0.00	25,000.00	0.0%
Stores		9712	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	5,259,539.79	5,259,539.79	0.00	5,045,904.99	5,045,904.99	-4.1%
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	525,570.63	0.00	525,570.63	1,711,581.63	0.00	1,711,581.63	225.7%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	1,627,953.00	0.00	1,627,953.00	1,447,052.00	0.00	1,447,052.00	-11.1%
Unassigned/Unappropriated Amount		9790	0.00	(.28)	(.28)	0.00	(.48)	(.48)	71.4%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
2600	Expanded Learning Opportunities Program	392,317.99	442,303.99
6266	Educator Effectiveness, FY 2021-22	.96	.96
6300	Lottery: Instructional Materials	287,364.05	268,377.05
6331	CA Community Schools Partnership Act - Planning Grant	166,469.21	160,934.21
6383	Golden State Pathways Program	1,293,869.00	1,293,869.00
6546	Mental Health-Related Services	80,331.80	0.00
6547	Special Education Early Intervention Preschool Grant	284,385.00	382,146.00
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	529,267.25	835,003.25
7032	Child Nutrition: Kitchen Infrastructure and Training Funds - 2022 KIT Funds	143,384.00	143,384.00
7034	Child Nutrition: Commercial Dishwasher Grant	36,000.00	36,000.00
7085	Learning Communities for School Success Program	310,516.05	217,765.05
7311	Classified School Employee Professional Development Block Grant	10,891.00	10,891.00
7339	Dual Enrollment Opportunities	439,864.95	434,587.95
7412	A-G Access/Success Grant	19,909.09	2,637.09
7413	A-G Learning Loss Mitigation Grant	28,312.10	28,312.10
7415	Classified School Employee Summer Assistance Program	19,033.00	93,302.00
7435	Learning Recovery Emergency Block Grant	805,344.08	349,473.08
7810	Other Restricted State	29,848.24	29,848.24
9010	Other Restricted Local	382,432.02	317,070.02
Total, Restricted Balance		5,259,539.79	5,045,904.99

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 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	74,246.02	74,246.02	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			74,246.02	74,246.02	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			74,246.02	74,246.02	0.0%
2) Ending Balance, June 30 (E + F1e)			74,246.02	74,246.02	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	74,246.02	74,246.02	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					

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenues		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
REVENUES					
Sale of Equipment and Supplies		8631	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	200,000.00	200,000.00	0.0%
TOTAL, REVENUES			200,000.00	200,000.00	0.0%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
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%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			200,000.00	200,000.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 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	74,246.02	74,246.02	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			74,246.02	74,246.02	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			74,246.02	74,246.02	0.0%
2) Ending Balance, June 30 (E + F1e)			74,246.02	74,246.02	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	74,246.02	74,246.02	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	2024-25 Estimated Actuals	2025-26 Budget
8210	Student Activity Funds	74,246.02	74,246.02
Total, Restricted Balance		74,246.02	74,246.02

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 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	2,000.00	2,000.00	0.0%
5) TOTAL, REVENUES			413,393.00	413,393.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	283,680.00	160,186.00	-43.5%
2) Classified Salaries		2000-2999	50,427.00	95,714.00	89.8%
3) Employee Benefits		3000-3999	125,004.00	96,771.00	-22.6%
4) Books and Supplies		4000-4999	16,576.00	20,676.00	24.7%
5) Services and Other Operating Expenditures		5000-5999	70,950.00	16,763.00	-76.4%
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			556,049.00	399,522.00	-28.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(142,656.00)	13,871.00	-109.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(142,656.00)	13,871.00	-109.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	142,858.01	202.01	-99.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			142,858.01	202.01	-99.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			142,858.01	202.01	-99.9%
2) Ending Balance, June 30 (E + F1e)			202.01	14,073.01	6,866.5%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	203.00	14,073.01	6,832.5%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	(0.99)	0.00	-100.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF 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	2,000.00	2,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Adult Education Fees		8671	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Tuition		8710	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			2,000.00	2,000.00	0.0%
TOTAL, REVENUES			413,393.00	413,393.00	0.0%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	103,350.00	80,423.00	-22.2%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	159,648.00	59,081.00	-63.0%
Other Certificated Salaries		1900	20,682.00	20,682.00	0.0%
TOTAL, CERTIFICATED SALARIES			283,680.00	160,186.00	-43.5%
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	45,776.00	92,463.00	102.0%
Other Classified Salaries		2900	4,651.00	3,251.00	-30.1%
TOTAL, CLASSIFIED SALARIES			50,427.00	95,714.00	89.8%
EMPLOYEE BENEFITS					
STRS		3101-3102	59,318.00	35,754.00	-39.7%
PERS		3201-3202	12,622.00	25,299.00	100.4%
OASDI/Medicare/Alternative		3301-3302	10,764.00	12,579.00	16.9%
Health and Welfare Benefits		3401-3402	31,382.00	13,638.00	-56.5%
Unemployment Insurance		3501-3502	220.00	193.00	-12.3%
Workers' Compensation		3601-3602	8,382.00	7,123.00	-15.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	2,316.00	2,185.00	-5.7%
TOTAL, EMPLOYEE BENEFITS			125,004.00	96,771.00	-22.6%
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	2,284.00	4,984.00	118.2%
Noncapitalized Equipment		4400	2,620.00	4,020.00	53.4%
TOTAL, BOOKS AND SUPPLIES			16,576.00	20,676.00	24.7%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	53,244.00	0.00	-100.0%
Travel and Conferences		5200	3,621.00	3,278.00	-9.5%
Dues and Memberships		5300	1,200.00	600.00	-50.0%
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			70,950.00	16,763.00	-76.4%
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					

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	9,412.00	9,412.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			9,412.00	9,412.00	0.0%
TOTAL, EXPENDITURES			556,049.00	399,522.00	-28.1%
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					
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	2024-25 Estimated Actuals	2025-26 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	2,000.00	2,000.00	0.0%
5) TOTAL, REVENUES			413,393.00	413,393.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		156,192.00	127,377.00	-18.4%
2) Instruction - Related Services	2000-2999		390,445.00	262,733.00	-32.7%
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			556,049.00	399,522.00	-28.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(142,656.00)	13,871.00	-109.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(142,656.00)	13,871.00	-109.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	142,858.01	202.01	-99.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			142,858.01	202.01	-99.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			142,858.01	202.01	-99.9%
2) Ending Balance, June 30 (E + F1e)			202.01	14,073.01	6,866.5%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	203.00	14,073.01	6,832.5%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	(0.99)	0.00	-100.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
6371	CalWORKs for ROCP or Adult Education	203.00	203.00
6391	Adult Education Program	0.00	13,870.01
Total, Restricted Balance		203.00	14,073.01

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 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	932,271.00	918,885.00	-1.4%
4) Other Local Revenue		8600-8799	4,000.00	4,000.00	0.0%
5) TOTAL, REVENUES			936,271.00	922,885.00	-1.4%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	415,637.00	467,582.00	12.5%
3) Employee Benefits		3000-3999	256,943.00	242,748.00	-5.5%
4) Books and Supplies		4000-4999	249,202.00	190,655.00	-23.5%
5) Services and Other Operating Expenditures		5000-5999	10,489.00	17,900.00	70.7%
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			932,271.00	918,885.00	-1.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			4,000.00	4,000.00	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)			4,000.00	4,000.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	23,981.74	27,981.74	16.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			23,981.74	27,981.74	16.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			23,981.74	27,981.74	16.7%
2) Ending Balance, June 30 (E + F1e)			27,981.74	31,981.74	14.3%
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	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	13,454.74	17,454.74	29.7%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
Child Nutrition Programs		8220	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
Expanded Learning Opportunities Program (ELO-P)	2600	8590	0.00	0.00	0.0%
State Preschool	6105	8590	918,885.00	918,885.00	0.0%
Arts and Music in Schools (Prop 28)	6770	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	13,386.00	0.00	-100.0%
TOTAL, OTHER STATE REVENUE			932,271.00	918,885.00	-1.4%
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	4,000.00	4,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			4,000.00	4,000.00	0.0%
TOTAL, REVENUES			936,271.00	922,885.00	-1.4%
CERTIFICATED SALARIES					

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
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	127,510.00	164,295.00	28.8%
Classified Support Salaries		2200	3,106.00	3,106.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	130,867.00	144,432.00	10.4%
Clerical, Technical and Office Salaries		2400	48,111.00	36,270.00	-24.6%
Other Classified Salaries		2900	106,043.00	119,479.00	12.7%
TOTAL, CLASSIFIED SALARIES			415,637.00	467,582.00	12.5%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	129,979.00	129,904.00	-0.1%
OASDI/Medicare/Alternative		3301-3302	36,432.00	35,727.00	-1.9%
Health and Welfare Benefits		3401-3402	74,404.00	68,530.00	-7.9%
Unemployment Insurance		3501-3502	251.00	237.00	-5.6%
Workers' Compensation		3601-3602	9,067.00	8,347.00	-7.9%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	6,810.00	3.00	-100.0%
TOTAL, EMPLOYEE BENEFITS			256,943.00	242,748.00	-5.5%
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	225,649.00	170,428.00	-24.5%
Noncapitalized Equipment		4400	23,553.00	20,227.00	-14.1%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			249,202.00	190,655.00	-23.5%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	1,228.00	405.00	-67.0%
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	9,021.00	17,000.00	88.4%
Communications		5900	240.00	495.00	106.3%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			10,489.00	17,900.00	70.7%
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%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
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			932,271.00	918,885.00	-1.4%
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%
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	2024-25 Estimated Actuals	2025-26 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	932,271.00	918,885.00	-1.4%
4) Other Local Revenue		8600-8799	4,000.00	4,000.00	0.0%
5) TOTAL, REVENUES			936,271.00	922,885.00	-1.4%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		633,854.00	604,895.00	-4.6%
2) Instruction - Related Services	2000-2999		298,417.00	313,990.00	5.2%
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			932,271.00	918,885.00	-1.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			4,000.00	4,000.00	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)			4,000.00	4,000.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	23,981.74	27,981.74	16.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			23,981.74	27,981.74	16.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			23,981.74	27,981.74	16.7%
2) Ending Balance, June 30 (E + F1e)			27,981.74	31,981.74	14.3%
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	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	13,454.74	17,454.74	29.7%
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	2024-25 Estimated Actuals	2025-26 Budget
5059	Early Education: 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	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	321,056.00	321,056.00	0.0%
3) Other State Revenue		8300-8599	475,439.00	475,439.00	0.0%
4) Other Local Revenue		8600-8799	81,056.00	81,056.00	0.0%
5) TOTAL, REVENUES			877,551.00	877,551.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	328,342.00	181,133.00	-44.8%
3) Employee Benefits		3000-3999	215,915.00	166,202.00	-23.0%
4) Books and Supplies		4000-4999	635,352.00	759,293.00	19.5%
5) Services and Other Operating Expenditures		5000-5999	31,989.00	43,464.00	35.9%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			1,211,598.00	1,150,092.00	-5.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(334,047.00)	(272,541.00)	-18.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	312,116.00	300,000.00	-3.9%
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			312,116.00	300,000.00	-3.9%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(21,931.00)	27,459.00	-225.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	258,001.79	236,070.79	-8.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			258,001.79	236,070.79	-8.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			258,001.79	236,070.79	-8.5%
2) Ending Balance, June 30 (E + F1e)			236,070.79	263,529.79	11.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	236,070.79	263,529.79	11.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
Child Nutrition Programs		8220	321,056.00	321,056.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			321,056.00	321,056.00	0.0%
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	1,000.00	1,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	50.00	50.00	0.0%
TOTAL, OTHER LOCAL REVENUE			81,056.00	81,056.00	0.0%
TOTAL, REVENUES			877,551.00	877,551.00	0.0%
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	235,826.00	91,760.00	-61.1%
Classified Supervisors' and Administrators' Salaries		2300	92,516.00	89,373.00	-3.4%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
TOTAL, CLASSIFIED SALARIES			328,342.00	181,133.00	-44.8%
EMPLOYEE BENEFITS					
STRS		3101-3102	3,141.00	0.00	-100.0%
PERS		3201-3202	88,227.00	48,755.00	-44.7%
OASDI/Medicare/Alternative		3301-3302	22,285.00	13,735.00	-38.4%
Health and Welfare Benefits		3401-3402	89,625.00	100,389.00	12.0%
Unemployment Insurance		3501-3502	171.00	96.00	-43.9%
Workers' Compensation		3601-3602	5,457.00	3,227.00	-40.9%
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	7,009.00	0.00	-100.0%
TOTAL, EMPLOYEE BENEFITS			215,915.00	166,202.00	-23.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	10,038.00	11,114.00	10.7%
Noncapitalized Equipment		4400	3,171.00	3,171.00	0.0%
Food		4700	622,143.00	745,008.00	19.7%
TOTAL, BOOKS AND SUPPLIES			635,352.00	759,293.00	19.5%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	682.00	50.00	-92.7%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	2,400.00	2,581.00	7.5%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	14,173.00	14,304.00	0.9%
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	14,452.00	26,414.00	82.8%
Communications		5900	282.00	115.00	-59.2%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			31,989.00	43,464.00	35.9%
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			1,211,598.00	1,150,092.00	-5.1%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	312,116.00	300,000.00	-3.9%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			312,116.00	300,000.00	-3.9%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
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)			312,116.00	300,000.00	-3.9%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	321,056.00	321,056.00	0.0%
3) Other State Revenue		8300-8599	475,439.00	475,439.00	0.0%
4) Other Local Revenue		8600-8799	81,056.00	81,056.00	0.0%
5) TOTAL, REVENUES			877,551.00	877,551.00	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		1,209,198.00	1,147,511.00	-5.1%
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		2,400.00	2,581.00	7.5%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			1,211,598.00	1,150,092.00	-5.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(334,047.00)	(272,541.00)	-18.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	312,116.00	300,000.00	-3.9%
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			312,116.00	300,000.00	-3.9%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(21,931.00)	27,459.00	-225.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	258,001.79	236,070.79	-8.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			258,001.79	236,070.79	-8.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			258,001.79	236,070.79	-8.5%
2) Ending Balance, June 30 (E + F1e)			236,070.79	263,529.79	11.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	236,070.79	263,529.79	11.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	12,976.13	61,734.13
5466	Child Nutrition: Supply Chain Assistance (SCA) Funds	209,565.04	195,770.04
7028	Child Nutrition: Kitchen Infrastructure Upgrade Funds	8,535.02	1,031.02
7029	Child Nutrition: Food Service Staff Training Funds	4,994.60	4,994.60
Total, Restricted Balance		236,070.79	263,529.79

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 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	5.00	5.00	0.0%
5) TOTAL, REVENUES			5.00	5.00	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)			5.00	5.00	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)			5.00	5.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	251.19	256.19	2.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			251.19	256.19	2.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			251.19	256.19	2.0%
2) Ending Balance, June 30 (E + F1e)			256.19	261.19	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	256.19	261.19	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		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF 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	5.00	5.00	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			5.00	5.00	0.0%
TOTAL, REVENUES			5.00	5.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
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	2024-25 Estimated Actuals	2025-26 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	5.00	5.00	0.0%
5) TOTAL, REVENUES			5.00	5.00	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)			5.00	5.00	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)			5.00	5.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	251.19	256.19	2.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			251.19	256.19	2.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			251.19	256.19	2.0%
2) Ending Balance, June 30 (E + F1e)			256.19	261.19	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	256.19	261.19	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	2024-25 Estimated Actuals	2025-26 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 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	1,500.00	1,500.00	0.0%
5) TOTAL, REVENUES			1,500.00	1,500.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			1,500.00	1,500.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	3,489,181.00	0.00	-100.0%
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			3,489,181.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			3,490,681.00	1,500.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	78,845.39	3,569,526.39	4,427.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			78,845.39	3,569,526.39	4,427.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			78,845.39	3,569,526.39	4,427.2%
2) Ending Balance, June 30 (E + F1e)			3,569,526.39	3,571,026.39	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	3,569,526.39	3,571,026.39	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	1,500.00	1,500.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,500.00	1,500.00	0.0%
TOTAL, REVENUES			1,500.00	1,500.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	3,489,181.00	0.00	-100.0%
(a) TOTAL, INTERFUND TRANSFERS IN			3,489,181.00	0.00	-100.0%
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)			3,489,181.00	0.00	-100.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 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	1,500.00	1,500.00	0.0%
5) TOTAL, REVENUES			1,500.00	1,500.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			1,500.00	1,500.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	3,489,181.00	0.00	-100.0%
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			3,489,181.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			3,490,681.00	1,500.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	78,845.39	3,569,526.39	4,427.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			78,845.39	3,569,526.39	4,427.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			78,845.39	3,569,526.39	4,427.2%
2) Ending Balance, June 30 (E + F1e)			3,569,526.39	3,571,026.39	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	3,569,526.39	3,571,026.39	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	2024-25 Estimated Actuals	2025-26 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 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	800,000.00	800,000.00	0.0%
5) TOTAL, REVENUES			800,000.00	800,000.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	46,955.00	297,723.00	534.1%
3) Employee Benefits		3000-3999	26,472.00	102,729.00	288.1%
4) Books and Supplies		4000-4999	552,409.00	265,463.00	-51.9%
5) Services and Other Operating Expenditures		5000-5999	3,024,260.00	2,428,723.00	-19.7%
6) Capital Outlay		6000-6999	34,534,977.00	34,422,718.00	-0.3%
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			38,185,073.00	37,517,356.00	-1.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(37,385,073.00)	(36,717,356.00)	-1.8%
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	14,741,500.00	0.00	-100.0%
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			14,741,500.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(22,643,573.00)	(36,717,356.00)	62.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	62,206,082.66	39,562,509.66	-36.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			62,206,082.66	39,562,509.66	-36.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			62,206,082.66	39,562,509.66	-36.4%
2) Ending Balance, June 30 (E + F1e)			39,562,509.66	2,845,153.66	-92.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	39,562,509.66	2,845,153.66	-92.8%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 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					
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	800,000.00	800,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			800,000.00	800,000.00	0.0%
TOTAL, REVENUES			800,000.00	800,000.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Classified Supervisors' and Administrators' Salaries		2300	12,051.00	275,960.00	2,189.9%
Clerical, Technical and Office Salaries		2400	34,904.00	21,763.00	-37.6%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			46,955.00	297,723.00	534.1%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	34,211.00	New
PERS		3201-3202	12,748.00	32,606.00	155.8%
OASDI/Medicare/Alternative		3301-3302	3,453.00	11,370.00	229.3%
Health and Welfare Benefits		3401-3402	9,393.00	19,103.00	103.4%
Unemployment Insurance		3501-3502	105.00	139.00	32.4%
Workers' Compensation		3601-3602	773.00	5,300.00	585.6%
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			26,472.00	102,729.00	288.1%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	105,571.00	71,616.00	-32.2%
Noncapitalized Equipment		4400	446,838.00	193,847.00	-56.6%
TOTAL, BOOKS AND SUPPLIES			552,409.00	265,463.00	-51.9%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	304.00	New
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	616,397.00	374,556.00	-39.2%
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	2,407,863.00	2,053,863.00	-14.7%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			3,024,260.00	2,428,723.00	-19.7%
CAPITAL OUTLAY					
Land		6100	9,998.00	0.00	-100.0%
Land Improvements		6170	587,937.00	344,622.00	-41.4%
Buildings and Improvements of Buildings		6200	33,937,042.00	34,078,096.00	0.4%
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			34,534,977.00	34,422,718.00	-0.3%
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			38,185,073.00	37,517,356.00	-1.7%
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	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Proceeds					
Proceeds from Sale of Bonds		8951	14,741,500.00	0.00	-100.0%
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			14,741,500.00	0.00	-100.0%
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)			14,741,500.00	0.00	-100.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 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	800,000.00	800,000.00	0.0%
5) TOTAL, REVENUES			800,000.00	800,000.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		38,185,073.00	37,517,356.00	-1.7%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			38,185,073.00	37,517,356.00	-1.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			(37,385,073.00)	(36,717,356.00)	-1.8%
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	14,741,500.00	0.00	-100.0%
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			14,741,500.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(22,643,573.00)	(36,717,356.00)	62.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	62,206,082.66	39,562,509.66	-36.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			62,206,082.66	39,562,509.66	-36.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			62,206,082.66	39,562,509.66	-36.4%
2) Ending Balance, June 30 (E + F1e)			39,562,509.66	2,845,153.66	-92.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	39,562,509.66	2,845,153.66	-92.8%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
9010	Other Restricted Local	39,562,509.66	2,845,153.66
Total, Restricted Balance		39,562,509.66	2,845,153.66

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 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	280,000.00	280,000.00	0.0%
5) TOTAL, REVENUES			280,000.00	280,000.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	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)			267,559.00	267,559.00	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)			267,559.00	267,559.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,514,731.61	2,782,290.61	10.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,514,731.61	2,782,290.61	10.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,514,731.61	2,782,290.61	10.6%
2) Ending Balance, June 30 (E + F1e)			2,782,290.61	3,049,849.61	9.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	2,782,290.61	3,049,849.61	9.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 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		
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	50,000.00	50,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Mitigation/Developer Fees		8681	230,000.00	230,000.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			280,000.00	280,000.00	0.0%
TOTAL, REVENUES			280,000.00	280,000.00	0.0%
CERTIFICATED SALARIES					
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 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	2024-25 Estimated Actuals	2025-26 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	2024-25 Estimated Actuals	2025-26 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	280,000.00	280,000.00	0.0%
5) TOTAL, REVENUES			280,000.00	280,000.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		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)			267,559.00	267,559.00	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)			267,559.00	267,559.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,514,731.61	2,782,290.61	10.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,514,731.61	2,782,290.61	10.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,514,731.61	2,782,290.61	10.6%
2) Ending Balance, June 30 (E + F1e)			2,782,290.61	3,049,849.61	9.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	2,782,290.61	3,049,849.61	9.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
9010	Other Restricted Local	2,782,290.61	3,049,849.61
Total, Restricted Balance		2,782,290.61	3,049,849.61

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 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	300,000.00	300,000.00	0.0%
5) TOTAL, REVENUES			300,000.00	300,000.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	175,619.00	0.00	-100.0%
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			175,619.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			124,381.00	300,000.00	141.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	7,023,225.00	0.00	-100.0%
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			(7,023,225.00)	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(6,898,844.00)	300,000.00	-104.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	11,745,980.08	4,847,136.08	-58.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			11,745,980.08	4,847,136.08	-58.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			11,745,980.08	4,847,136.08	-58.7%
2) Ending Balance, June 30 (E + F1e)			4,847,136.08	5,147,136.08	6.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	4,847,136.08	5,147,136.08	6.2%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 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					
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	300,000.00	300,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			300,000.00	300,000.00	0.0%
TOTAL, REVENUES			300,000.00	300,000.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 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	175,619.00	0.00	-100.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			175,619.00	0.00	-100.0%
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					
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			175,619.00	0.00	-100.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	3,534,044.00	0.00	-100.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	3,489,181.00	0.00	-100.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			7,023,225.00	0.00	-100.0%
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	2024-25 Estimated Actuals	2025-26 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)			(7,023,225.00)	0.00	-100.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 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	300,000.00	300,000.00	0.0%
5) TOTAL, REVENUES			300,000.00	300,000.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		175,619.00	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			175,619.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			124,381.00	300,000.00	141.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	7,023,225.00	0.00	-100.0%
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			(7,023,225.00)	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(6,898,844.00)	300,000.00	-104.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	11,745,980.08	4,847,136.08	-58.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			11,745,980.08	4,847,136.08	-58.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			11,745,980.08	4,847,136.08	-58.7%
2) Ending Balance, June 30 (E + F1e)			4,847,136.08	5,147,136.08	6.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	4,847,136.08	5,147,136.08	6.2%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
9010	Other Restricted Local	4,847,136.08	5,147,136.08
Total, Restricted Balance		4,847,136.08	5,147,136.08

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 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	7,631,188.99	7,631,188.99	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			7,631,188.99	7,631,188.99	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			7,631,188.99	7,631,188.99	0.0%
2) Ending Balance, June 30 (E + F1e)			7,631,188.99	7,631,188.99	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	7,631,188.99	7,631,188.99	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	2024-25 Estimated Actuals	2025-26 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	2024-25 Estimated Actuals	2025-26 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	2024-25 Estimated Actuals	2025-26 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	7,631,188.99	7,631,188.99	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			7,631,188.99	7,631,188.99	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			7,631,188.99	7,631,188.99	0.0%
2) Ending Balance, June 30 (E + F1e)			7,631,188.99	7,631,188.99	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	7,631,188.99	7,631,188.99	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	2024-25 Estimated Actuals	2025-26 Budget
9010	Other Restricted Local	7,631,188.99	7,631,188.99
Total, Restricted Balance		7,631,188.99	7,631,188.99

Description	2024-25 Estimated Actuals			2025-26 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)	2,361.60	2,361.60	2,526.51	2,302.55	2,302.55	2,436.02
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)	2,361.60	2,361.60	2,526.51	2,302.55	2,302.55	2,436.02
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class	3.98	3.98	3.98	3.91	3.91	3.91
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)	3.98	3.98	3.98	3.91	3.91	3.91
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	2,365.58	2,365.58	2,530.49	2,306.46	2,306.46	2,439.93
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2024-25 Estimated Actuals			2025-26 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	2024-25 Estimated Actuals			2025-26 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	300,000.00		
Fund Reconciliation								
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	9,412.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					300,000.00	0.00		
Fund Reconciliation								
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
TOTALS	0.00	0.00	9,412.00	(9,412.00)	300,000.00	300,000.00		

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF:	JUNE									
A. BEGINNING CASH			6,382,266.00	4,341,778.00	1,102,980.00	(1,858,235.00)	(1,522,193.83)	(3,137,026.83)	9,026,664.17	9,064,030.17
B. RECEIPTS										
LCFF Sources										
Principal Apportionment	8010-8019		51,069.00	51,069.00	213,920.00	91,923.00	91,923.00	213,920.00	91,923.00	91,923.00
Property Taxes	8020-8079		2,138.00	8,553.00	531.00	1,220,028.00	1,582,018.00	14,656,100.00	2,733,702.00	282,671.00
Miscellaneous Funds	8080-8099		0.00	0.00	32,685.00	0.00	0.00	1,030,362.00	0.00	0.00
Federal Revenue	8100-8299		0.00	2,292.00	79,243.00	0.00	5,914.00	15,190.00	109,782.00	18,344.00
Other State Revenue	8300-8599		39,969.00	121,309.00	229,923.00	409,989.00	164,385.00	368,156.00	212,335.00	350,064.00
Other Local Revenue	8600-8799		29,832.00		14,892.00	0.00	54,227.00	492,201.00	464,165.00	60,763.00
Interfund Transfers In	8900-8929		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
TOTAL RECEIPTS			123,008.00	183,223.00	571,194.00	1,721,940.00	1,898,467.00	16,775,929.00	3,611,907.00	803,765.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		238,080.00	1,480,720.00	1,559,255.00	1,612,160.00	1,614,522.00	1,585,899.00	1,563,338.00	1,576,092.00
Classified Salaries	2000-2999		292,265.00	397,214.00	794,009.00	657,830.00	663,759.00	685,647.00	697,015.00	669,784.00
Employee Benefits	3000-3999		321,913.00	704,337.00	924,091.00	873,640.00	869,987.00	894,408.00	891,761.00	920,522.00
Books and Supplies	4000-4999		15,425.00	64,039.00	362,904.00	41,712.00	72,807.00	69,319.00	55,140.00	52,115.00
Services	5000-5999		667,505.00	300,959.00	290,184.00	353,737.00	573,003.00	801,964.00	535,913.00	467,711.00
Capital Outlay	6000-6999		0.00	0.00	0.00	781.00	0.00	2,331.00	0.00	0.00
Other Outgo	7000-7499		39,147.00	32,608.00	4,049.00	0.00	2,021.00	0.00	41,903.00	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			1,574,335.00	2,979,877.00	3,934,492.00	3,539,860.00	3,796,099.00	4,039,568.00	3,785,070.00	3,686,224.00
D. BALANCE SHEET ITEMS										
Assets and Deferred Outflows										
Cash Not In Treasury	9111-9199									
Accounts Receivable	9200-9299	(3,768,638.92)	98,121.00	175,277.00	378,600.00	3,116,640.92				
Due From Other Funds	9310	(108,926.69)				108,926.69				
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Lease Receivable	9380									
Deferred Outflows of Resources	9490									
SUBTOTAL		(3,877,565.61)	98,121.00	175,277.00	378,600.00	3,225,567.61	0.00	0.00	0.00	0.00
Liabilities and Deferred Inflows										
Accounts Payable	9500-9599	1,853,424.57	687,282.00	617,421.00	(23,483.00)	288,657.00	(282,799.00)	572,670.00	(210,529.00)	(66,389.00)
Due To Other Funds	9610	107,098.58				107,098.58				
Current Loans	9640									
Unearned Revenues	9650	675,850.86				675,850.86				
Deferred Inflows of Resources	9690									
SUBTOTAL		2,636,374.01	687,282.00	617,421.00	(23,483.00)	1,071,606.44	(282,799.00)	572,670.00	(210,529.00)	(66,389.00)
Nonoperating										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		(6,513,939.62)	(589,161.00)	(442,144.00)	402,083.00	2,153,961.17	282,799.00	(572,670.00)	210,529.00	66,389.00
E. NET INCREASE/DECREASE (B - C + D)			(2,040,488.00)	(3,238,798.00)	(2,961,215.00)	336,041.17	(1,614,833.00)	12,163,691.00	37,366.00	(2,816,070.00)
F. ENDING CASH (A + E)			4,341,778.00	1,102,980.00	(1,858,235.00)	(1,522,193.83)	(3,137,026.83)	9,026,664.17	9,064,030.17	6,247,960.17
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		6,247,960.17	4,933,154.17	12,169,469.17	11,931,817.60				
B. RECEIPTS									
LCFF Sources									
Principal Apportionment	8010-8019	213,920.00	91,923.00	91,923.00	121,995.00	91,926.00		1,509,357.00	1,509,357.00
Property Taxes	8020-8079	2,221,788.00	9,099,587.00	3,218,144.00	897,187.00			35,922,447.00	35,922,447.00
Miscellaneous Funds	8080-8099	13,528.00	1,038,693.00	0.00	0.00			2,115,268.00	2,115,268.00
Federal Revenue	8100-8299	24,226.00	40,547.00	0.00	51,930.00	849,942.00		1,197,410.00	1,197,410.00
Other State Revenue	8300-8599	257,347.00	207,874.00	255,256.00	498,622.00	1,290,227.00		4,405,456.00	4,405,456.00
Other Local Revenue	8600-8799	94,491.00	527,165.00	111,709.00	915,381.00	1,111,750.00		3,876,576.00	3,876,576.00
Interfund Transfers In	8900-8929	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
TOTAL RECEIPTS		2,825,300.00	11,005,789.00	3,677,032.00	2,485,115.00	3,343,845.00	0.00	49,026,514.00	49,026,514.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	1,622,327.00	1,620,452.00	1,643,313.00	1,907,868.00	0.00		18,024,026.00	18,024,026.00
Classified Salaries	2000-2999	687,135.00	619,413.00	659,379.00	1,117,014.00	453,413.00		8,393,877.00	8,393,877.00
Employee Benefits	3000-3999	924,778.00	889,227.00	927,151.00	1,100,804.00	2,111,911.00		12,354,530.00	12,354,530.00
Books and Supplies	4000-4999	49,900.00	53,979.00	79,761.00	103,773.00	446,148.00		1,467,022.00	1,467,022.00
Services	5000-5999	456,827.00	575,068.00	621,572.00	944,733.00	754,248.00		7,343,424.00	7,343,424.00
Capital Outlay	6000-6999	0.00	38,445.00	24,334.00	8,061.00	8,152.00		82,104.00	82,104.00
Other Outgo	7000-7499	60,608.00	0.00	0.00	17,545.00	72,175.00		270,056.00	270,056.00
Interfund Transfers Out	7600-7629	0.00	0.00	0.00	300,000.00	0.00		300,000.00	300,000.00
All Other Financing Uses	7630-7699	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		3,801,575.00	3,796,584.00	3,955,510.00	5,499,798.00	3,846,047.00	0.00	48,235,039.00	48,235,039.00
D. BALANCE SHEET ITEMS									
Assets and Deferred Outflows									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299							3,768,638.92	
Due From Other Funds	9310							108,926.69	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Lease Receivable	9380							0.00	
Deferred Outflows of Resources	9490							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	3,877,565.61	
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599	338,531.00	(27,110.00)	(40,826.43)				1,853,424.57	
Due To Other Funds	9610							107,098.58	
Current Loans	9640							0.00	
Unearned Revenues	9650							675,850.86	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		338,531.00	(27,110.00)	(40,826.43)	0.00	0.00	0.00	2,636,374.01	
Nonoperating									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		(338,531.00)	27,110.00	40,826.43	0.00	0.00	0.00	1,241,191.60	
E. NET INCREASE/DECREASE (B - C + D)		(1,314,806.00)	7,236,315.00	(237,651.57)	(3,014,683.00)	(502,202.00)	0.00	2,032,666.60	791,475.00
F. ENDING CASH (A + E)		4,933,154.17	12,169,469.17	11,931,817.60	8,917,134.60				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								8,414,932.60	

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF:	JUNE									
A. BEGINNING CASH			8,917,134.60	5,433,134.50	1,457,684.16	(1,602,762.81)	(1,285,810.98)	(2,621,095.45)	9,227,161.21	9,483,301.55
B. RECEIPTS										
LCFF Sources										
Principal Apportionment	8010-8019		51,069.00	51,069.00	210,516.99	91,923.00	91,923.00	210,516.99	91,923.00	91,923.00
Property Taxes	8020-8079		2,191.45	8,766.82	544.27	1,250,528.69	1,621,568.44	15,022,502.43	2,802,044.54	289,737.77
Miscellaneous Funds	8080-8099		0.00	0.00	32,685.00	0.00	0.00	1,030,362.00	0.00	0.00
Federal Revenue	8100-8299		0.00	2,006.63	69,376.69	0.00	5,177.67	13,298.74	96,113.37	16,060.04
Other State Revenue	8300-8599		40,123.93	121,779.23	230,814.26	411,578.25	165,022.21	369,583.09	213,158.08	351,420.96
Other Local Revenue	8600-8799		29,974.21	0.00	14,962.99	0.00	54,485.51	494,547.37	466,377.72	61,052.66
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			123,358.59	183,621.68	558,900.20	1,754,029.94	1,938,176.83	17,140,810.62	3,669,616.71	810,194.43
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		242,841.61	1,510,334.44	1,590,440.14	1,644,403.24	1,646,812.48	1,617,617.02	1,594,604.80	1,607,613.88
Classified Salaries	2000-2999		298,110.32	405,158.30	809,889.22	670,986.64	677,034.22	699,359.98	710,955.34	683,179.72
Employee Benefits	3000-3999		328,350.83	718,422.79	942,571.58	891,111.63	887,385.57	912,294.96	909,595.02	938,931.20
Books and Supplies	4000-4999		15,578.62	64,676.76	366,518.14	42,127.41	73,532.08	70,009.34	55,689.14	52,634.01
Services	5000-5999		668,028.03	301,194.82	290,411.38	354,014.17	573,451.98	802,592.39	536,332.92	468,077.48
Capital Outlay	6000-6999		0.00	0.00	0.00	781.00	0.00	2,331.00	0.00	0.00
Other Outgo	7000-7499		40,329.28	33,592.80	4,171.28	0.00	2,082.04	0.00	43,168.52	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			1,593,238.69	3,033,379.91	4,004,001.74	3,603,424.09	3,860,298.37	4,104,204.69	3,850,345.74	3,750,436.29
D. BALANCE SHEET ITEMS										
Assets and Deferred Outflows										
Cash Not In Treasury	9111-9199									
Accounts Receivable	9200-9299	(3,343,845.00)	87,060.98	155,520.10	335,924.92	2,765,339.00				
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Lease Receivable	9380									
Deferred Outflows of Resources	9490									
SUBTOTAL		(3,343,845.00)	87,060.98	155,520.10	335,924.92	2,765,339.00	0.00	0.00	0.00	0.00
Liabilities and Deferred Inflows										
Accounts Payable	9500-9599	3,846,047.00	1,426,180.98	1,281,212.21	(48,729.65)	598,993.02	(586,837.07)	1,188,349.27	(436,869.37)	(137,764.02)
Due To Other Funds	9610									
Current Loans	9640									
Unearned Revenues	9650	675,000.00	675,000.00							
Deferred Inflows of Resources	9690									
SUBTOTAL		4,521,047.00	2,101,180.98	1,281,212.21	(48,729.65)	598,993.02	(586,837.07)	1,188,349.27	(436,869.37)	(137,764.02)
Nonoperating										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		(7,864,892.00)	(2,014,120.00)	(1,125,692.11)	384,654.57	2,166,345.98	586,837.07	(1,188,349.27)	436,869.37	137,764.02
E. NET INCREASE/DECREASE (B - C + D)			(3,484,000.10)	(3,975,450.34)	(3,060,446.97)	316,951.83	(1,335,284.47)	11,848,256.66	256,140.34	(2,802,477.84)
F. ENDING CASH (A + E)			5,433,134.50	1,457,684.16	(1,602,762.81)	(1,285,810.98)	(2,621,095.45)	9,227,161.21	9,483,301.55	6,680,823.71
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		6,680,823.71	4,985,266.41	12,395,107.87	12,217,447.41				
B. RECEIPTS									
LCFF Sources									
Principal Apportionment	8010-8019	210,516.99	91,923.00	91,923.00	118,592.03	91,926.00		1,495,745.00	
Property Taxes	8020-8079	2,277,332.69	9,327,076.63	3,298,597.58	919,616.69	0.00		36,820,508.00	
Miscellaneous Funds	8080-8099	13,528.00	1,038,693.00	0.00	0.00	0.00		2,115,268.00	
Federal Revenue	8100-8299	21,209.69	35,498.61	0.00	45,464.35	744,118.21		1,048,324.00	
Other State Revenue	8300-8599	258,344.56	208,679.79	256,245.46	500,554.82	1,295,228.36		4,422,533.00	
Other Local Revenue	8600-8799	94,941.45	529,678.04	112,241.53	919,744.71	1,117,049.81		3,895,056.00	
Interfund Transfers In	8900-8929	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	
TOTAL RECEIPTS		2,875,873.38	11,231,549.07	3,759,007.57	2,503,972.60	3,248,322.38	0.00	49,797,434.00	0.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	1,654,773.58	1,652,861.08	1,676,179.30	1,946,025.43	0.00		18,384,507.00	
Classified Salaries	2000-2999	700,877.74	631,801.29	672,566.62	1,139,354.32	462,481.29		8,561,755.00	
Employee Benefits	3000-3999	943,272.32	907,010.35	945,692.77	1,122,818.60	2,154,146.38		12,601,604.00	
Books and Supplies	4000-4999	50,396.95	54,516.57	80,555.34	104,806.46	450,591.18		1,481,632.00	
Services	5000-5999	457,184.95	575,518.60	622,059.04	945,473.25	754,838.99		7,349,178.00	
Capital Outlay	6000-6999	0.00	38,445.00	24,334.00	8,061.00	8,152.00		82,104.00	
Other Outgo	7000-7499	62,438.43	17,810.76	0.00	18,074.88	56,544.01		278,212.00	
Interfund Transfers Out	7600-7629	0.00	0.00	0.00	309,060.00	0.00		309,060.00	
All Other Financing Uses	7630-7699	0.00	0.00	0.00	0.00	0.00		0.00	

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
TOTAL DISBURSEMENTS		3,868,943.97	3,877,963.65	4,021,387.07	5,593,673.94	3,886,753.85	0.00	49,048,052.00	0.00
D. BALANCE SHEET ITEMS									
Assets and Deferred Outflows									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299							3,343,845.00	
Due From Other Funds	9310							0.00	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Lease Receivable	9380							0.00	
Deferred Outflows of Resources	9490							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	3,343,845.00	
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599	702,486.71	(56,256.04)	(84,719.04)				3,846,047.00	
Due To Other Funds	9610							0.00	
Current Loans	9640							0.00	
Unearned Revenues	9650							675,000.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		702,486.71	(56,256.04)	(84,719.04)	0.00	0.00	0.00	4,521,047.00	
Nonoperating									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		(702,486.71)	56,256.04	84,719.04	0.00	0.00	0.00	(1,177,202.00)	
E. NET INCREASE/DECREASE (B - C + D)		(1,695,557.30)	7,409,841.46	(177,660.46)	(3,089,701.34)	(638,431.47)	0.00	(427,820.00)	0.00
F. ENDING CASH (A + E)		4,985,266.41	12,395,107.87	12,217,447.41	9,127,746.07				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								8,489,314.60	

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 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 Sources	8010-8099	37,431,804.00	2.36%	38,316,253.00	2.36%	39,222,344.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	565,463.00	3.02%	582,540.00	3.42%	602,463.00
4. Other Local Revenues	8600-8799	611,932.00	3.02%	630,412.00	3.42%	651,972.00
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	(8,807,146.00)	3.02%	(9,073,122.00)	3.42%	(9,383,423.00)
6. Total (Sum lines A1 thru A5c)		29,802,053.00	2.19%	30,456,083.00	2.09%	31,093,356.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				13,693,538.00		13,967,409.00
b. Step & Column Adjustment				273,871.00		279,348.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	13,693,538.00	2.00%	13,967,409.00	2.00%	14,246,757.00
2. Classified Salaries						
a. Base Salaries				3,839,578.00		3,916,370.00
b. Step & Column Adjustment				76,792.00		78,327.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	3,839,578.00	2.00%	3,916,370.00	2.00%	3,994,697.00
3. Employee Benefits	3000-3999	6,971,105.00	3.54%	7,218,179.00	2.70%	7,413,116.00
4. Books and Supplies	4000-4999	483,781.00	3.02%	498,391.00	3.42%	515,436.00
5. Services and Other Operating Expenditures	5000-5999	3,501,797.00	0.16%	3,507,551.00	3.42%	3,627,510.00
6. Capital Outlay	6000-6999	0.00	0.00%		0.00%	
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	59,468.00	3.02%	61,264.00	3.42%	63,359.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(52,324.00)	3.02%	(53,904.00)	3.42%	(55,748.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	300,000.00	3.02%	309,060.00	3.42%	319,630.00
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		28,796,943.00	2.18%	29,424,320.00	2.38%	30,124,757.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		1,005,110.00		1,031,763.00		968,599.00

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		2,178,523.63		3,183,633.63		4,215,396.63
2. Ending Fund Balance (Sum lines C and D1)		3,183,633.63		4,215,396.63		5,183,995.63
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	25,000.00		25,000.00		25,000.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	1,711,581.63				
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,447,052.00		1,471,442.00		1,498,171.00
2. Unassigned/Unappropriated	9790	0.00		2,718,954.63		3,660,824.63
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		3,183,633.63		4,215,396.63		5,183,995.63
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,447,052.00		1,471,442.00		1,498,171.00
c. Unassigned/Unappropriated	9790	0.00		2,718,954.63		3,660,824.63
(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			0.00		
3. Total Available Reserves (Sum lines E1a thru E2c)		1,447,052.00		4,190,396.63		5,158,995.63

F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 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 Sources	8010-8099	2,115,268.00	0.00%	2,115,268.00	0.00%	2,115,268.00
2. Federal Revenues	8100-8299	1,197,410.00	-12.45%	1,048,324.00	0.00%	1,048,324.00
3. Other State Revenues	8300-8599	3,839,993.00	0.00%	3,839,993.00	0.00%	3,839,993.00
4. Other Local Revenues	8600-8799	3,264,644.00	0.00%	3,264,644.00	0.00%	3,264,644.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%		0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	8,807,146.00	3.02%	9,073,122.00	3.42%	9,383,423.00
6. Total (Sum lines A1 thru A5c)		19,224,461.00	0.61%	19,341,351.00	1.60%	19,651,652.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				4,330,488.00		4,417,098.00
b. Step & Column Adjustment				86,610.00		88,342.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	4,330,488.00	2.00%	4,417,098.00	2.00%	4,505,440.00
2. Classified Salaries						
a. Base Salaries				4,554,299.00		4,645,385.00
b. Step & Column Adjustment				91,086.00		92,908.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	4,554,299.00	2.00%	4,645,385.00	2.00%	4,738,293.00
3. Employee Benefits	3000-3999	5,383,425.00	0.00%	5,383,425.00	0.00%	5,383,425.00
4. Books and Supplies	4000-4999	983,241.00	0.00%	983,241.00	0.00%	983,241.00
5. Services and Other Operating Expenditures	5000-5999	3,841,627.00	0.00%	3,841,627.00	0.00%	3,841,627.00
6. Capital Outlay	6000-6999	82,104.00	0.00%	82,104.00	0.00%	82,104.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	220,000.00	3.02%	226,644.00	3.42%	234,395.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	42,912.00	3.02%	44,208.00	3.42%	45,720.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%		0.00%	
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		19,438,096.00	0.96%	19,623,732.00	0.97%	19,814,245.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(213,635.00)		(282,381.00)		(162,593.00)

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		5,259,539.51		5,045,904.51		4,763,523.51
2. Ending Fund Balance (Sum lines C and D1)		5,045,904.51		4,763,523.51		4,600,930.51
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	5,045,904.99		4,763,523.51		4,600,930.51
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	(.48)		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		5,045,904.51		4,763,523.51		4,600,930.51
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.

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 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 Sources	8010-8099	39,547,072.00	2.24%	40,431,521.00	2.24%	41,337,612.00
2. Federal Revenues	8100-8299	1,197,410.00	-12.45%	1,048,324.00	0.00%	1,048,324.00
3. Other State Revenues	8300-8599	4,405,456.00	0.39%	4,422,533.00	0.45%	4,442,456.00
4. Other Local Revenues	8600-8799	3,876,576.00	0.48%	3,895,056.00	0.55%	3,916,616.00
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)		49,026,514.00	1.57%	49,797,434.00	1.90%	50,745,008.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				18,024,026.00		18,384,507.00
b. Step & Column Adjustment				360,481.00		367,690.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	18,024,026.00	2.00%	18,384,507.00	2.00%	18,752,197.00
2. Classified Salaries						
a. Base Salaries				8,393,877.00		8,561,755.00
b. Step & Column Adjustment				167,878.00		171,235.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	8,393,877.00	2.00%	8,561,755.00	2.00%	8,732,990.00
3. Employee Benefits	3000-3999	12,354,530.00	2.00%	12,601,604.00	1.55%	12,796,541.00
4. Books and Supplies	4000-4999	1,467,022.00	1.00%	1,481,632.00	1.15%	1,498,677.00
5. Services and Other Operating Expenditures	5000-5999	7,343,424.00	0.08%	7,349,178.00	1.63%	7,469,137.00
6. Capital Outlay	6000-6999	82,104.00	0.00%	82,104.00	0.00%	82,104.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	279,468.00	3.02%	287,908.00	3.42%	297,754.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(9,412.00)	3.02%	(9,696.00)	3.42%	(10,028.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	300,000.00	3.02%	309,060.00	3.42%	319,630.00
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)		48,235,039.00	1.69%	49,048,052.00	1.82%	49,939,002.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		791,475.00		749,382.00		806,006.00

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		7,438,063.14		8,229,538.14		8,978,920.14
2. Ending Fund Balance (Sum lines C and D1)		8,229,538.14		8,978,920.14		9,784,926.14
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	25,000.00		25,000.00		25,000.00
b. Restricted	9740	5,045,904.99		4,763,523.51		4,600,930.51
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	1,711,581.63		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,447,052.00		1,471,442.00		1,498,171.00
2. Unassigned/Unappropriated	9790	(.48)		2,718,954.63		3,660,824.63
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		8,229,538.14		8,978,920.14		9,784,926.14
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,447,052.00		1,471,442.00		1,498,171.00
c. Unassigned/Unappropriated	9790	0.00		2,718,954.63		3,660,824.63
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z	(.48)		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	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		1,447,051.52		4,190,396.63		5,158,995.63
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		3.00%		8.54%		10.33%
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?	No					

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 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		0.00		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)		2,302.55		2,223.95		2,138.68
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		48,235,039.00		49,048,052.00		49,939,002.00
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)		48,235,039.00		49,048,052.00		49,939,002.00
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)		1,447,051.17		1,471,441.56		1,498,170.06
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)		1,447,051.17		1,471,441.56		1,498,170.06
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):	2,303
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 (2022-23)				
District Regular	2,837	2,849		
Charter School				
Total ADA	**2,837**	**2,849**	**N/A**	**Met**
Second Prior Year (2023-24)				
District Regular	2,693	2,704		
Charter School				
Total ADA	**2,693**	**2,704**	**N/A**	**Met**
First Prior Year (2024-25)				
District Regular	2,527	2,527		
Charter School		0		
Total ADA	**2,527**	**2,527**	**0.0%**	**Met**
Budget Year (2025-26)				
District Regular	2,436			
Charter School	0			
Total ADA	**2,436**			

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): 2,303

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 (2022-23)				
District Regular	2,748	2,748		
Charter School				
Total Enrollment	**2,748**	**2,748**	**0.0%**	**Met**
Second Prior Year (2023-24)				
District Regular	2,661	2,663		
Charter School				
Total Enrollment	**2,661**	**2,663**	**N/A**	**Met**
First Prior Year (2024-25)				
District Regular	2,562	2,562		
Charter School				
Total Enrollment	**2,562**	**2,562**	**0.0%**	**Met**
Budget Year (2025-26)				
District Regular	2,495			
Charter School				
Total Enrollment	**2,495**			

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 (2022-23)			
District Regular	2,519	2,748	
Charter School		0	
Total ADA/Enrollment	**2,519**	**2,748**	**91.6%**
Second Prior Year (2023-24)			
District Regular	2,450	2,663	
Charter School	0		
Total ADA/Enrollment	**2,450**	**2,663**	**92.0%**
First Prior Year (2024-25)			
District Regular	2,362	2,562	
Charter School			
Total ADA/Enrollment	**2,362**	**2,562**	**92.2%**
		Historical Average Ratio:	91.9%
		District's ADA to Enrollment Standard (historical average ratio plus 0.5%):	**92.4%**

3B. Calculating the District's Projected Ratio of ADA to Enrollment

DATA ENTRY: Enter data in the Estimated P-2 ADA column for the two subsequent years. Enter data in the Enrollment column for the two subsequent years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund only, for all fiscal years. All other data are extracted or calculated.

Fiscal Year	Estimated P-2 ADA Budget (Form A, Lines A4 and C4)	Enrollment Budget/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Budget Year (2025-26)				
District Regular	2,303	2,495		
Charter School	0			
Total ADA/Enrollment	**2,303**	**2,495**	**92.3%**	**Met**
1st Subsequent Year (2026-27)				
District Regular	2,224	2,407		
Charter School				
Total ADA/Enrollment	**2,224**	**2,407**	**92.4%**	**Met**
2nd Subsequent Year (2027-28)				
District Regular	2,139	2,312		
Charter School				
Total ADA/Enrollment	**2,139**	**2,312**	**92.5%**	**Not 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 NOT MET - Projected P-2 ADA to enrollment ratio is above the standard for one or more of the budget or two subsequent fiscal years. Provide reasons why the projected ratio exceeds the district's historical average ratio by more than 0.5%.

Explanation:
(required if NOT met)

Updated enrollment projections

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 (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Step 1 - Change in Population					
a.	ADA (Funded) (Form A, lines A6 and C4)	2,530.49	2,439.93	2,371.87	2,299.76
b.	Prior Year ADA (Funded)		2,530.49	2,439.93	2,371.87
c.	Difference (Step 1a minus Step 1b)		(90.56)	(68.06)	(72.11)
d.	Percent Change Due to Population (Step 1c divided by Step 1b)		(3.58%)	(2.79%)	(3.04%)
Step 2 - Change in Funding Level					
a.	Prior Year LCFF Funding		31,013,550.00	30,866,019.00	30,951,479.00
b1.	COLA percentage		2.30%	3.02%	3.42%
b2.	COLA amount (proxy for purposes of this criterion)		713,311.65	932,153.77	1,058,540.58
c.	Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		2.30%	3.02%	3.42%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c)			(1.28%)	.23%	.38%
	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 (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	35,046,290.00	35,922,447.00	36,820,508.00	37,741,021.00
Percent Change from Previous Year		**2.50%**	**2.50%**	**2.50%**
Basic Aid Standard (percent change from previous year, plus/minus 1%):		**1.50% to 3.50%**	**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 (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
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 (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	36,573,759.00	37,431,804.00	38,316,253.00	39,222,344.00
District's Projected Change in LCFF Revenue:		2.35%	2.36%	2.36%
Basic Aid Standard		**1.50% to 3.50%**	**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)	Total Expenditures (Form 01, Objects 1000-7499)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
Third Prior Year (2022-23)	23,750,032.17	28,462,991.35	83.4%
Second Prior Year (2023-24)	22,944,895.29	27,274,677.84	84.1%
First Prior Year (2024-25)	27,060,551.00	31,901,944.00	84.8%
		Historical Average Ratio:	84.1%

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
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):	**81.1% to 87.1%**	**81.1% to 87.1%**	**81.1% to 87.1%**

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)	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 (2025-26)	24,504,221.00	28,496,943.00	86.0%	Met
1st Subsequent Year (2026-27)	25,101,958.00	29,115,260.00	86.2%	Met
2nd Subsequent Year (2027-28)	25,654,570.00	29,805,127.00	86.1%	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 (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	(1.28%)	.23%	.38%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	**-11.28% to 8.72%**	**-9.77% to 10.23%**	**-9.62% to 10.38%**
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-6.28% to 3.72%	-4.77% to 5.23%	-4.62% to 5.38%

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 (2024-25)	1,389,244.00		
Budget Year (2025-26)	1,197,410.00	(13.81%)	Yes
1st Subsequent Year (2026-27)	1,048,324.00	(12.45%)	Yes
2nd Subsequent Year (2027-28)	1,048,324.00	0.00%	No

Explanation: (required if Yes) Due to decrease in Title I and Migrant Education Program

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)			
First Prior Year (2024-25)	6,593,308.00		
Budget Year (2025-26)	4,405,456.00	(33.18%)	Yes
1st Subsequent Year (2026-27)	4,422,533.00	.39%	No
2nd Subsequent Year (2027-28)	4,442,456.00	.45%	No

Explanation: (required if Yes) Due to one time funding of Golden State Pathways Program Grant in 24/25

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)			
First Prior Year (2024-25)	3,918,699.00		
Budget Year (2025-26)	3,876,576.00	(1.07%)	No
1st Subsequent Year (2026-27)	3,895,056.00	.48%	No
2nd Subsequent Year (2027-28)	3,916,616.00	.55%	No

Explanation: (required if Yes)

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)

First Prior Year (2024-25)	1,963,594.00		
Budget Year (2025-26)	1,467,022.00	(25.29%)	Yes
1st Subsequent Year (2026-27)	1,481,632.00	1.00%	No
2nd Subsequent Year (2027-28)	1,498,677.00	1.15%	No

Explanation: (required if Yes) 25/26 Excludes one-time revenues and carryover grants

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYP, Line B5)

First Prior Year (2024-25)	9,024,011.00		
Budget Year (2025-26)	7,343,424.00	(18.62%)	Yes
1st Subsequent Year (2026-27)	7,349,178.00	.08%	No
2nd Subsequent Year (2027-28)	7,469,137.00	1.63%	No

Explanation: (required if Yes) 25/26 Excludes one-time revenues and carryover grants

6C. Calculating the District's Change in Total Operating Revenues and Expenditures (Section 6A, Line 2)

DATA ENTRY: All data are extracted or calculated.

Total Federal, Other State, and Other Local Revenue (Criterion 6B)

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
First Prior Year (2024-25)	11,901,251.00		
Budget Year (2025-26)	9,479,442.00	(20.35%)	Not Met
1st Subsequent Year (2026-27)	9,365,913.00	(1.20%)	Met
2nd Subsequent Year (2027-28)	9,407,396.00	.44%	Met

Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)

First Prior Year (2024-25)	10,987,605.00		
Budget Year (2025-26)	8,810,446.00	(19.81%)	Not Met
1st Subsequent Year (2026-27)	8,830,810.00	.23%	Met
2nd Subsequent Year (2027-28)	8,967,814.00	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) — Due to decrease in Title I and Migrant Education Program

Explanation: Other State Revenue (linked from 6B if NOT met) — Due to one time funding of Golden State Pathways Program Grant in 24/25

Explanation: Other Local Revenue

(linked from 6B
if NOT met)

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)

25/26 Excludes one-time revenues and carryover grants

Explanation:
Services and Other Exps
(linked from 6B
if NOT met)

25/26 Excludes one-time revenues and carryover grants

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

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)	46,676,090.00			
b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)		3% Required Minimum Contribution (Line 2c times 3%)	Budgeted Contribution[1] to the Ongoing and Major Maintenance Account	Status
c. Net Budgeted Expenditures and Other Financing Uses	46,676,090.00	1,400,282.70	2,244,540.00	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 (2022-23)	Second Prior Year (2023-24)	First Prior Year (2024-25)
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)	568,566.29	1,529,675.39	1,627,953.00
	c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	0.00	1,159,429.40	0.00
	d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	0.00	0.00	(.28)
	e. Available Reserves (Lines 1a through 1d)	568,566.29	2,689,104.79	1,627,952.72
2.	Expenditures and Other Financing Uses			
	a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	48,533,379.12	48,360,837.97	54,264,983.00
	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)	48,533,379.12	48,360,837.97	54,264,983.00
3.	District's Available Reserve Percentage (Line 1e divided by Line 2c)	1.2%	5.6%	3.0%
	District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	**.4%**	**1.9%**	**1.0%**

[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 (2022-23)	(2,599,012.73)	28,632,991.35	9.1%	Not Met
Second Prior Year (2023-24)	2,130,709.71	27,582,276.42	N/A	Met
First Prior Year (2024-25)	(485,487.00)	32,214,060.00	1.5%	Not Met
Budget Year (2025-26) (Information only)	1,005,110.00	28,796,943.00		

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):	2,306
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 (2022-23)	3,132,313.65	3,132,313.65	0.0%	Met
Second Prior Year (2023-24)	533,300.92	533,300.92	0.0%	Met
First Prior Year (2024-25)	2,664,010.63	2,664,010.63	0.0%	Met
Budget Year (2025-26) (Information only)	2,178,523.63			

[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 MET - Unrestricted general fund beginning fund balance has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

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 (2025-26)	8,917,134.60	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 $88,000 (greater of)	0 to 300
4% or $88,000 (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 (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.)	2,303	2,224	2,139
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? No

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 (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)	0.00	0.00	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 (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1.	Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	48,235,039.00	49,048,052.00	49,939,002.00
2.	Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)	0.00	0.00	0.00
3.	Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	48,235,039.00	49,048,052.00	49,939,002.00

4.	Reserve Standard Percentage Level	3%	3%	3%
5.	Reserve Standard - by Percent (Line B3 times Line B4)	1,447,051.17	1,471,441.56	1,498,170.06
6.	Reserve Standard - by Amount ($88,000 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)**	**1,447,051.17**	**1,471,441.56**	**1,498,170.06**

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 (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1.	General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00		
2.	General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	1,447,052.00	1,471,442.00	1,498,171.00
3.	General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	0.00	2,718,954.63	3,660,824.63
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)	(.48)	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)	0.00		
7.	Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00	0.00	
8.	District's Budgeted Reserve Amount (Lines C1 thru C7)	1,447,051.52	4,190,396.63	5,158,995.63
9.	District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	3.00%	8.54%	10.33%
	District's Reserve Standard (Section 10B, Line 7):	**1,447,051.17**	**1,471,441.56**	**1,498,170.06**
	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 (2024-25)	(9,738,299.00)			
Budget Year (2025-26)	(8,807,146.00)	(931,153.00)	(9.6%)	Met
1st Subsequent Year (2026-27)	(9,073,122.00)	265,976.00	3.0%	Met
2nd Subsequent Year (2027-28)	(9,383,423.00)	310,301.00	3.4%	Met
1b. **Transfers In, General Fund ***				
First Prior Year (2024-25)	3,534,044.00			
Budget Year (2025-26)	0.00	(3,534,044.00)	(100.0%)	Not Met
1st Subsequent Year (2026-27)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2027-28)	0.00	0.00	0.0%	Met
1c. **Transfers Out, General Fund ***				
First Prior Year (2024-25)	312,116.00			
Budget Year (2025-26)	300,000.00	(12,116.00)	(3.9%)	Met
1st Subsequent Year (2026-27)	309,060.00	9,060.00	3.0%	Met
2nd Subsequent Year (2027-28)	319,630.00	10,570.00	3.4%	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. NOT MET - The projected transfers in to the general fund have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify the amount(s) transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the district's plan, with timelines, for reducing or eliminating the transfers.

Explanation: (required if NOT met)

One time transfer from Fund 40 in 24/25

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, 2025
Leases				
Certificates of Participation				
General Obligation Bonds		FD 51	Object 7433 & 7434	132,935
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:				703,213

Type of Commitment (continued)	Prior Year (2024-25) Annual Payment (P & I)	Budget Year (2025-26) Annual Payment (P & I)	1st Subsequent Year (2026-27) Annual Payment (P & I)	2nd Subsequent Year (2027-28) Annual Payment (P & I)
Leases				
Certificates of Participation				
General Obligation Bonds	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:	7,618,175	7,060,725	7,053,150	0
Has total annual payment increased over prior year (2024-25)?		**No**	**No**	**No**

S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

1a. No - Annual payments for long-term commitments have not increased in one or more of the budget and two subsequent fiscal years.

Explanation:
(required if Yes to increase in total annual payments)

S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments

DATA ENTRY: Click the appropriate Yes or No button in item 1; if Yes, an explanation is required in item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

2. No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment annual payments.

Explanation:
(required if Yes)

S7. Unfunded Liabilities

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the actuarially determined contribution (if available); and indicate how the obligation is funded (pay-as-you-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and indicate how the obligation is funded (level of risk retained, funding approach, etc.).

S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other than Pensions (OPEB)

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section except the budget year data on line 5b.

1 Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 2-5) — No

2. For the district's OPEB:

a. Are they lifetime benefits? — 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 (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
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 (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
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) (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Number of certificated (non-management) full - time - equivalent(FTE) positions	146	148	148	148

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 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 (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
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	181,088		
		Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
7.	Amount included for any tentative salary schedule increases	0	0	0

Certificated (Non-management) Health and Welfare (H&W) Benefits		Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1.	Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2.	Total cost of H&W benefits			
3.	Percent of H&W cost paid by employer			
4.	Percent projected change in H&W cost over prior year	5.0%	5.0%	5.0%

Certificated (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget? No

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

Certificated (Non-management) Step and Column Adjustments		Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1.	Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2.	Cost of step & column adjustments			
3.	Percent change in step & column over prior year	2.0%	2.0%	2.0%

Certificated (Non-management) Attrition (layoffs and retirements)		Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1.	Are savings from attrition included in the budget and MYPs?	Yes	No	No
2.	Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	No	No	No

Certificated (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Number of classified(non - management) FTE positions	128	133	133	133

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 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 (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
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	98,900		
		Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
7.	Amount included for any tentative salary schedule increases	0	0	0

Classified (Non-management) Health and Welfare (H&W) Benefits		Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1.	Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2.	Total cost of H&W benefits			
3.	Percent of H&W cost paid by employer			
4.	Percent projected change in H&W cost over prior year	5.0%	5.0%	5.0%

Classified (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget? No

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

Classified (Non-management) Step and Column Adjustments		Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
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 (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1.	Are savings from attrition included in the budget and MYPs?	Yes	No	No
2.	Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	No	No	No

Classified (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., hours of employment, leave of absence, bonuses, etc.):

S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Number of management, supervisor, and confidential FTE positions	31	31	31	31

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 (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
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	42,433		

		Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
4.	Amount included for any tentative salary schedule increases	0	0	0

Management/Supervisor/Confidential Health and Welfare (H&W) Benefits		Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1.	Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2.	Total cost of H&W benefits			
3.	Percent of H&W cost paid by employer			
4.	Percent projected change in H&W cost over prior year	5.0%	5.0%	5.0%

Management/Supervisor/Confidential Step and Column Adjustments		Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
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	2.0%	2.0%	2.0%

Management/Supervisor/Confidential Other Benefits (mileage, bonuses, etc.)		Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1.	Are costs of other benefits included in the budget and MYPs?		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 26, 2025

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?	Yes

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

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SUPERINTENDENT
Dr. Ramon Miramontes

GOVERNING BOARD
Mary Beth Alexander
Peter Cerneka
Lizet Cortes
Carmen Daniel
Breanna Lafontaine

MEMORANDUM

MEETING DATE: June 12, 2025
TO: Members of the Governing Board
FROM: Bianca Forrester, M.A.Ed., Associate Superintendent of Human Resources and Student Services
CATEGORY: Action
ITEM TITLE: Approval of the Updated Certificated and Cocurricular Salary Schedules

BACKGROUND INFORMATION

On or about April 9, 2025, the Cabrillo Unified School District (District) and the Cabrillo Unified Teachers Association (CUTA) met and negotiated in good faith to reach a Tentative Agreement (TA) on Article 2, Compensation, and Article 3, Health and Welfare Benefits. On or about May 9, 2025, the Governing Board approved the updated salary schedule to reflect a 5% increase retroactive to January 2025.

The Certificated Employee Salary Schedule requires revision to the Stipends section in order to implement the provisions of the CUTA Tentative Agreement dated April 9, 2025. The current Cocurricular and Special Assignment Salary Schedule requires revision to implement the negotiated settlement reflecting a 5% increase effective July 1, 2025.

FISCAL ANALYSIS

The financial impact is detailed in the District's AB1200 Cabrillo USD Fiscal Year 2024-25 Disclosure Collective Bargaining Business Department memo to the Governing Board.

RECOMMENDATION

Staff recommends approval of the updated Certificated and Cocurricular and Special Assignment Salary Schedules.

Prepared by: *Jackie Sullivan*

CABRILLO UNIFIED SCHOOL DISTRICT

COCURRICULAR AND SPECIAL ASSIGNMENT SALARY SCHEDULE - 2025-26

Cocurricular stipend amounts are based on a percentage of salary position A-1 on the CUTA Certificated Salary Schedule

A	A-1	B	C
$645.79	**$1,291.58**	**$1,937.37**	**$3,228.95**
.0098*$65,897=$645.79	**.0196*$65,897.00=$1,291.58**	**.0294*$65,897.00=$1845.11**	**.049*$65,897.00=$3228.95**
Miscellaneous District Committees (8-10 meetings)	Miscellaneous District Committees (11-15 meetings)	Miscellaneous District Committees (16-20 meeting	Chair Schedule B District Committees
Intermediate After School Drama		Chair Schedule A	Intermediate Basketball Coach
Outdoor Education Teacher		District Committees	Intermediate Flag Football Coach
Leadership*		Outdoor Education Coordinator	Intermediate Soccer Coach
Board Advisory Committees		Intermediate Cross Country Coach	Intermediate Tennis Coach
		Intermediate Track & Field Coach	Intermediate Volleyball Coach
		Intermediate School Dance Coordinator	Intermediate Cross Country
		High School Dance Coordinator	Intermediate Track and Field
		District Committees	Intermediate Band
			Intermediate Wrestling Coach
			Intermediate Jazz Band
			AVID Site Coordinator
			Intermediate Yearbook Coordinator

D	E	F
$3,874.74	**$4,520.53**	**$5,166.32**
.0588*$65,897.00=$3,874.74	**.0686*$65,897.00=$4,520.53**	**.0784*$62,759.00=$5166.32**
Department Heads (6-12 periods)	Department Heads (13-18 periods)	Department Heads (19+ periods)
Frosh-Soph Football Coach	High School Band Coordinator	ASB Activities Advisor
Junior Varsity Football Assistant Coach	High School Student Store- None	Drama/Musical Program Coordinator
	High School Golf Coach	Athletic Director (At 1.5 of column F)
	High School Newspaper Coordinator	Pep Squad
	High School Yearbook Coordinator	FFA
	High School AVID District Coordinator	Varsity Baseball Head Coach
	Varsity Assistant Football Coach	Varsity Basketball Head Coach (M) (W)
	Varsity Assistant Soccer Coach (M) (W)	Varsity Cross Country Head Coach
	High School Assistant Track Coach	Varsity Football Head Coach
	High School Assistant Wrestling Coach	Varsity Gymnastics Head Coach (M) (W)
	Frosh-Soph Baseball Coach	Varsity Softball Head Coach
	Frosh-Soph Basketball Coach (M) (W)	Varsity Swimming Head Coach (M) (W)
	Frosh-Soph Softball Coach	Varsity Track Head Coach
	Frosh-Soph Volleyball Coach	Varsity Volleyball Head Coach
	JV Soccer Coach	Varsity Water Polo Head Coach (M) (W)
	JV Tennis Coach	Varsity Wrestling Head Coach
	JV Wrestling Coach	Intermediate Department Head (23 periods)
	High School Strength Coach	Intermediate Athletic Director
	Intermediate Department Head (7-22 periods)	Elementary Administrative Designee

***Based on MOU signed 9/19/07*

On October 10, 2024, the CUSD Governing Board approved a 6.0% salary increase retroactive to July 1, 2023, replacing the previously approved 4.0% increase.
On November 14, 2024 the CUSD Governing Board approved a revision of the salary schedule.
On December 12, 2024 the CUSD Governing Board approved a 2% salary increase effective January 1, 2025.

Pending CUSD Governing Board approval of a 5% salary increase effective July 1, 2025.

2024-25 CERTIFICATED SALARY SCHEDULE

Years	A MA or BA + 0 to 59	B MA+15 or BA+60	C MA+30 or BA+75	D MA+45 or BA+90
Step 1	65,897	65,897	67,355	69,612
Step 2	65,897	67,957	70,516	72,762
Step 3	67,957	71,118	73,665	75,911
Step 4	71,118	74,267	76,814	79,062
Step 5	74,267	77,418	79,964	82,210
Step 6	77,418	80,568	83,114	85,359
Step 7	80,568	83,714	86,263	88,509
Step 8	83,714	86,864	89,413	91,434
Step 9	86,864	90,014	92,338	94,807
Step 10	90,014	92,942	95,710	97,957
Step 11	92,942	96,312	98,861	101,107
Step 12	96,312	99,462	102,010	103,197
LONGEVITY				
Step 15		104,197	106,412	107,029
Step 18		108,290	110,388	111,760
Step 21			114,364	116,492
Step 24			116,492	121,226
Step 27			121,249	126,116

CALCULATIONS

1	The 2024-25 salary schedule increased by 2% effective January 1, 2025. An additional 5% increase effective January 1, 2025 approved by Governing Board May 15, 2025.	
2	An annual stipend will be paid to each teacher for an earned Master's Degree.	$2,825
3	An annual stipend will be paid to each teacher for an earned Doctoral Degree.	$2,825
4	Beginning in the 2005-06 school year, an annual stipend will be paid to each teacher who receives National Board Certification.	$2,825
5	Number of paid days per school year:	185
6	Teachers with valid California teaching credentials will initially be placed on Column A unless additional units are verified for higher placement.	
7	A maximum of eleven (11) years prior credentialed experience shall be allowed for initial salary placement.	

* 5% STIPEND INCREASE ONLY

CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
Dr. Ramon Miramontes

MEMORANDUM

MEETING DATE: June 12, 2025
TO: Members of the Governing Board
FROM: Jennifer Marsh, Chief Business Officer
CATEGORY: Resolution/Action
ITEM TITLE: Approving Resolution 19-2025 Budgetary Increases and Transfers at Year-End

BACKGROUND INFORMATION

The fiscal year-end posting of warrants, liabilities, or both may result in overages in expenditure accounts, necessitating budget transfers between major objects or reserve accounts. The District's Governing Board approves budget revisions and transfers to any over-extended major object of expenditure. This Resolution authorizes the Chief Business Officer to implement any necessary changes on behalf of the Governing Board.

REPORT/PROPOSAL

Resolution No. 19-2025 Budgetary Increases and Transfers at Year-End

FISCAL ANALYSIS

There is no fiscal impact on the General Fund.

RECOMMENDATION

Staff recommends approving Resolution 19-2025 Budgetary Increases and Transfers at Year-End, presented to the Board.

Prepared by: *Holly Lynne*

RESOLUTION NO. 19-2025
BEFORE THE GOVERNING BOARD
OF THE CABRILLO UNIFIED SCHOOL DISTRICT
SAN MATEO COUNTY, CALIFORNIA

APPROVING BUDGETARY INCREASES AND TRANSFERS AT YEAR-END

WHEREAS, Education Code Section 42600 limits school district expenditures in each major expenditure classification to the total budgeted amount, as approved by the Board of Trustees of the school district;

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees, in accordance with Education Code Sections 42601 and 85201, does hereby authorize the San Mateo County Superintendent of Schools to make transfers between the unappropriated fund balance and expenditure classifications and to transfer budgeted amounts between expenditure classifications as necessary to permit payment of obligations of the district for the fiscal year 2024-2025; and

BE IT FURTHER RESOLVED that the Secretary of the Board of Trustees be instructed to prepare two copies of this resolution and present them to the County Superintendent of Schools for approval.

PASSED AND ADOPTED by the Governing Board of the Cabrillo Unified School District on the 12th day of June 2025 by the following vote:

:

Mary Beth Alexander:	_____	Aye	_____	No	_____	Abstain	_____ Absent
Peter Cerneka	_____	Aye	_____	No	_____	Abstain	_____ Absent
Lizet Cortes:	_____	Aye	_____	No	_____	Abstain	_____ Absent
Carmen Daniel:	_____	Aye	_____	No	_____	Abstain	_____ Absent
Breanna Lafontaine	_____	Aye	_____	No	_____	Abstain	_____ Absent

Certified by:

_____
Carmen Daniel
President of the Governing Board
Cabrillo Unified School District

Attest by:

_____
Peter Cerneka
Clerk to the Governing Board
Cabrillo Unified School District

CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
Dr. Ramon Miramontes

GOVERNING BOARD
Mary Beth Alexander
Peter Cerneka
Lizet Cortes
Carmen Daniel
Breanna Lafontaine

MEMORANDUM

MEETING DATE: June 12, 2025
TO: Members of the Governing Board
FROM: Jennifer Marsh, Chief Business Officer
CATEGORY: Action
ITEM TITLE: Approval of Resolution 20-2025 Temporary Interfund Borrowing for Fiscal Year 2024-25

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

Resolution 20-2025 Temporary Interfund Borrowing for Fiscal Year 2024-25.

FISCAL ANALYSIS

Temporary use of $350,000 from the General Fund, to be repaid by the Cafeteria Fund in accordance with Education Code requirements.

RECOMMENDATION

Staff recommends approval of Resolution 20-2025 for Temporary Interfund Borrowing for Fiscal Year 2024-25.

Prepared by: *Holly Lynne*

RESOLUTION NO. 20-2025
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 $ 350,000 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 $ 350,000 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 12th day of June 2025, by the following vote:

Mary Beth Alexander:	_____	Aye	_____	No	_____	Abstain	_____ Absent
Peter Cerneka	_____	Aye	_____	No	_____	Abstain	_____ Absent
Lizet Cortes:	_____	Aye	_____	No	_____	Abstain	_____ Absent
Carmen Daniel:	_____	Aye	_____	No	_____	Abstain	_____ Absent
Breanna Lafontaine	_____	Aye	_____	No	_____	Abstain	_____ Absent

Certified by:

_____
Carmen Daniel
President of the Governing Board
Cabrillo Unified School District

Attest by:

_____
Peter Cerneka
Clerk to the Governing Board
Cabrillo Unified School District

CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
Dr. Ramon Miramontes

GOVERNING BOARD
Mary Beth Alexander
Peter Cerneka
Lizet Cortes
Carmen Daniel
Breanna Lafontaine

MEMORANDUM

MEETING DATE: June 12, 2025
TO: Members of the Governing Board
FROM: Jennifer Marsh, Chief Business Officer
Roger Anchartechahar, Senior Project Manager, Vanir Construction
CATEGORY: Resolution/Action
ITEM TITLE: El Granada Phase 2 Modernization Contracts and Resolution Approval

BACKGROUND INFORMATION

The El Granada Phase 2 Modernization Project is a continuation of the successful El Granada Phase 1 improvements. Phase 2 aims to address several outstanding modernizations needs not included in Phase 1, particularly critical code-related upgrades. These improvements are vital for ensuring the safety, accessibility, and long-term viability of the school's learning environment.

REPORT/PROPOSAL

Staff is requesting Board approval of the Facilities Lease and Site Lease-Lease Back (LLB) contracts associated with the El Granada Phase 2 Modernization Project. These contracts will authorize RODAN Builders, Inc. to proceed with construction and renovation activities.

The scope of work includes modernization of existing Buildings A, K, D, and M, as well as additional site improvements across the 43,000 SF campus grounds. The project also entails 27,000 SF of interior modernization that will bring the site up to current fire and life safety standards, seismic code requirements, and accessibility regulations. In addition, various deteriorated facilities will be replaced or upgraded to support 21st-century learning.

This project will result in both indoor and outdoor facilities that better align with contemporary teaching environments and significantly improve safety, functionality, and aesthetics at El Granada Elementary School.

FISCAL ANALYSIS

The total anticipated cost for this phase of the project is $18,062,902. Bond Funds for this project are budgeted and available.

RECOMMENDATION

Staff recommends approval of the Facilities Lease and Site Lease contracts and Resolution 21-2025 to allow construction to begin on schedule.

Prepared by: *Holly Lynne*

CONTRACT DOCUMENTS

For all or a portion of the following Site:

El Granada Elementary School Modernization Phase 2 Project
400 Santiago Ave.
Half Moon Bay, CA 94019
APN: 047-330-020

By and between

Cabrillo Unified School District
498 Kelly Avenue
Half Moon Bay, CA 94019

And

Rodan Builders, Inc.
3486 Investment Boulevard, Suite B
Hayward, CA 94545

Dated as of June 13, 2025

WORKERS' COMPENSATION CERTIFICATION

Labor Code section 3700, in relevant part, provides:

> Every employer except the State shall secure the payment of compensation in one or more of the following ways:
>
> a. By being insured against liability to pay compensation by one or more insurers duly authorized to write compensation insurance in this state; and/or
>
> b. By securing from the Director of Industrial Relations a certificate of consent to self-insure, which may be given upon furnishing proof satisfactory to the Director of Industrial Relations of ability to self-insure and to pay any compensation that may become due to his employees.

I am aware of the provisions of section 3700 of the Labor Code which require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code, and I will comply with such provisions before commencing the performance of the Work of this Contract.

Date: June 5, 2025

Proper Name of Developer: Rodan Builders, Inc.

Signature: [redacted]

Print Name: Gary Chen

Title: Secretary

(In accordance with Labor Code sections 1860 and 1861, the above certificate must be signed and filed with the awarding body prior to performing any Work under this Contract.)

END OF DOCUMENT

PREVAILING WAGE AND
RELATED LABOR REQUIREMENTS CERTIFICATION

I hereby certify that I will conform to the State of California Public Works Contract requirements regarding prevailing wages, benefits, on-site audits with 48-hours' notice, payroll records, and apprentice and trainee employment requirements, for all Work on the above Project including, without limitation, labor compliance monitoring and enforcement by the Department of Industrial Relations.

Date: June 5, 2025

Name of Developer: Rodan Builders, Inc.

Signature: [redacted]

Print Name: Gary Chen

Title: Secretary

END OF DOCUMENT

CRIMINAL BACKGROUND INVESTIGATION /FINGERPRINTING CERTIFICATION

The undersigned does hereby certify to the District that I am a representative of the Developer currently under contract with the District; that I am familiar with the facts herein certified; and that I am authorized and qualified to execute this certificate on behalf of Developer.

Developer certifies that it has taken at least one of the following actions (check all that apply):

☐ Pursuant to Education Code section 45125.2(a), Developer has installed or will install, prior to commencement of Work, a physical barrier at the Work Site, that will limit contact between Developer's employees, Subcontractors or suppliers and District pupils at all times; and/or

☑ Pursuant to Education Code section 45125.2(a), Developer certifies that all employees will be under the continual supervision of, and monitored by, an employee of the Developer who the California Department of Justice ("DOJ") has ascertained, or as described below, will ascertain, has not been convicted of a violent or serious felony. The name and title of the employee who will be supervising Developer's and its subcontractors' or suppliers' employees is:

Name: Matt Walker

Title: Superintendent

NOTE: If Developer is a sole proprietor, and elects the above option, Developer must have the above-named employee's fingerprints prepared and submitted by District for submission to the DOJ, in accordance with Education Code section 45125.1(h). No work shall commence until such determination by DOJ has been made.

☐ Pursuant to Education Code section 45125.2(a), the District will take appropriate steps to protect the safety of any pupils that may come in contact with Developer's employees, subcontractors or suppliers so that the fingerprinting and criminal background investigation requirements of Education Code section 45125.2 shall not apply to Developer under the Contract.

☐ The Work on the Contract is either (i) at an unoccupied school site and no employee of Developer and/or subcontractor or supplier of any tier of the Contract shall come in contact with the District pupils or (ii) if Developer's employees or any subcontractor or supplier of any tier of the Contract interacts with pupils, such interaction shall only take place under the immediate supervision and control of the pupil's parent or guardian or a school employee, so that the fingerprinting and criminal background investigation requirements of Education Code section 45125.1 shall not apply to Developer under the Contract.

[CONTINUED ON NEXT PAGE]

☐ The Developer, who is not a sole proprietor, has complied with the fingerprinting requirements of Education Code section 45125.1 with respect to all Developer's employees and all of its Subcontractors' employees who may have contact with District pupils in the course of providing services pursuant to the Contract, and the DOJ has determined (A) that none of those employees has been convicted of a felony, as that term is defined in Education Code section 45122.1 and/or (B) that the prohibition does not apply to an employee as provided by Education Code section 45125.1(e)(2) or (3). When the Developer performs the criminal background check, it shall immediately provide any subsequent arrest and conviction information it receives to the District pursuant to the subsequent arrest service. No work shall commence until the Department of Justice ascertains that Developer's employees and any subcontractors' employees have not been convicted of a felony as defined in Education Code Section 45122.1.

A complete and accurate list of Developer's employees and of all of its subcontractors' employees who may come in contact with District pupils during the course and scope of the Contract is attached hereto as ATTACHMENT "A;" and/or

☐ The Developer is a sole proprietor and intends to comply with the fingerprinting requirements of Education Code section 45125.1(h) with respect to all Developer's employees who may have contact with District pupils in the course of providing services pursuant to the Contract, and hereby agrees to the District's preparation and submission of fingerprints such that the DOJ may determine (A) that none of those employees has been convicted of a felony, as that term is defined in Education Code section 45122.1 and/or (B) that the prohibition does not apply to an employee as provided by Education Code section 45125.1(e)(2) or (3). No work shall commence until the Department of Justice ascertains that Developer's employees and any subcontractors' employees have not been convicted of a felony as defined in Education Code Section 45122.1.

Developer's responsibility for background clearance extends to all of its employees, Subcontractors or suppliers, and employees of Subcontractors or suppliers coming into contact with District pupils regardless of whether they are designated as employees or acting as independent contractors of the Developer.

Date: June 5, 2026

Proper Name of Developer: Rodan Builders, Inc.

Signature: [redacted]

Print Name: Gary Chen

Title: Secretary

[CONTINUED ON NEXT PAGE]

ATTACHMENT "A"

List of Employees/Subcontractors

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

If further space is required for the list of employees/subcontractors, attach additional copies of this page.

END OF DOCUMENT

DRUG-FREE WORKPLACE CERTIFICATION

This Drug-Free Workplace Certification form is required from the successful Bidder pursuant to Government Code section 8350 et seq., the Drug-Free Workplace Act of 1990. The Drug-Free Workplace Act of 1990 requires that every person or organization awarded a contract or grant for the procurement of any property or service from any state agency must certify that it will provide a drug-free workplace by doing certain specified acts. In addition, the Act provides that each contract or grant awarded by a state agency may be subject to suspension of payments or termination of the contract or grant, and the contractor or grantee may be subject to debarment from future contracting, if the contracting agency determines that specified acts have occurred.

The District is not a "state agency" as defined in the applicable section(s) of the Government Code, but the District is a local agency and public school district under California law and requires all contractors on District projects to comply with the provisions and requirements of Government Code section 8350 et seq., the Drug-Free Workplace Act of 1990.

Developer shall certify that it will provide a drug-free workplace by doing all of the following:

a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited in the person's or organization's workplace and specifying actions which will be taken against employees for violations of the prohibition.

b. Establishing a drug-free awareness program to inform employees about all of the following:

   (1) The dangers of drug abuse in the workplace.

   (2) The person's or organization's policy of maintaining a drug-free workplace.

   (3) The availability of drug counseling, rehabilitation, and employee-assistance programs.

   (4) The penalties that may be imposed upon employees for drug abuse violations.

c. Requiring that each employee engaged in the performance of the contract or grant be given a copy of the statement required above, and that, as a condition of employment on the contract or grant, the employee agrees to abide by the terms of the statement.

I, the undersigned, agree to fulfill the terms and requirements of Government Code section 8355 listed above and will publish a statement notifying employees concerning (a) the prohibition of controlled substance at the workplace, (b) establishing a drug-free awareness program, and (c) requiring that each employee engaged in the performance of the Contract be given a copy of the statement required by section 8355(a), and requiring that the employee agree to abide by the terms of that statement.

I also understand that if the District determines that I have either (a) made a false certification herein, or (b) violated this certification by failing to carry out the requirements of section 8355, that the Contract awarded herein is subject to termination, suspension of payments, or both. I further understand that, should I violate the terms of the Drug-Free Workplace Act of 1990, I may be subject to debarment in accordance with the requirements of the aforementioned Act.

I acknowledge that I am aware of the provisions of Government Code section 8350 et seq. and hereby certify that I will adhere to the requirements of the Drug-Free Workplace Act of 1990.

Date: June 5, 2025

Proper Name of Developer: Rodan Builders, Inc.

Signature: [redacted]

Print Name: Gary Chen

Title: Secretary

END OF DOCUMENT

TOBACCO-FREE ENVIRONMENT CERTIFICATION

Pursuant to, without limitation, 20 U.S.C. section 6083, Labor Code section 6400 et seq., Health & Safety Code section 104350 et seq., and District Board policies, all District sites, including the Project site, are tobacco-free environments. Smoking and the use of tobacco products by all persons is prohibited on or in District property. District property includes school buildings, school grounds, school-owned vehicles and vehicles owned by others while on District property.

I acknowledge that I am aware of the District's policy regarding tobacco-free environments at District sites, including the Project site and hereby certify that I will adhere to the requirements of that policy and not permit any of my firm's employees, agents, subcontractors, or my firm's subcontractors' employees or agents, to use tobacco and/or smoke on the Project site.

Date: June 5, 2025

Proper Name of Developer: Rodan Builders, Inc.

Signature: [redacted]

Print Name: Gary Chen

Title: Secretary

END OF DOCUMENT

DRUG AND ALCOHOL-FREE SCHOOLS CERTIFICATION

Pursuant to, without limitation, District Board policies, all District sites, including the Project site, are drug and alcohol-free schools. Possession, use, or dale of drugs and alcohol is prohibited at any time in district-owned or leased buildings, on district property, and in district vehicles unless otherwise permitted by law.

I acknowledge that I am aware of the District's policy regarding drug and alcohol-free schools, including the Project site and hereby certify that I will adhere to the requirements of that policy and not permit any of my firm's employees, agents, subcontractors, or my firm's subcontractors' employees or agents, to possess, use or sell:

1. Any substance which may not lawfully be possessed, used, or sold in California.
2. Cannabis or cannabis products (Health and Safety Code, § 11362.3; 21 USC §§ 812, 844).
3. Alcohol beverages, unless approved by the Superintendent or designee for limited purposes specified in Business and Professions Code section 25608.

Date: June 5, 2025

Proper Name of Developer: Rodan Builders, Inc.

Signature: [redacted]

Print Name: Gary Chen

Title: Secretary

END OF DOCUMENT

DISABLED VETERAN BUSINESS ENTERPRISE PARTICIPATION CERTIFICATION

GENERAL INSTRUCTIONS

Section 17076.11 of the Education Code requires school districts using, or planning to use, funds allocated pursuant to the State of California School Facility Program ("Program") for the construction and/or modernization of school buildings to have a participation goal for disabled veteran business enterprises ("DVBE") of at least three percent (3%) per year of the overall dollar amount expended each year by the school district on projects that receive state funding. Therefore, lowest responsive responsible bidder awarded the Contract must submit this document to the District after issuance of the Notice of Award After Guaranteed Maximum Price, identifying the steps Developer took to solicit DVBE participation in conjunction with this Contract. Do not submit this form with your bids.

PART I – Method of Compliance with DVBE Participation Goals. Check the appropriate box to indicate your method of committing the contract dollar amount.

YOUR BUSINESS ENTERPRISE IS:	**AND YOU WILL**	**AND YOU WILL**
☐ Disabled veteran owned and your forces will perform at least 3% of this Contract	Include a copy of your DVBE letter from Office of Small Business and Disabled Veterans Business Enterprise Services ("OSB")*	Complete Part 1 of this form and the Certification
☐ Disabled veteran owned but is unable to perform 3% of this Contract with your forces	Use DVBE subcontractors /suppliers to bring the Contract participation to at least 3%	Include a copy of each DVBE's letter from OSB (including yours, if applicable), and complete Part 1 of this form and the certification
☐ **NOT** disabled veteran owned	Use DVBE subcontractors /suppliers for at least 3% of this Contract	
☑ Unable to meet the required participation goals after good faith efforts	Make good faith efforts, including contacts, advertisement and DVBE solicitation	Complete all of this form and the Certification

* A DVBE letter from OSB is obtained from the participating DVBE.

You must complete the following table to show the dollar amount of DVBE participation:

	TOTAL CONTRACT PRICE
A. Prime Bidder, if DVBE (own participation)	$
DVBE Subcontractor or Supplier	
Subtotal (A & B)	
Non-DVBE	$18,062,902.00
Total Bid	$18,062,902.00

PART II – Contacts. To identify DVBE subcontractors/suppliers for participation in your contract, you must contact each of the following categories. You should contact several DVBE organizations.

CATEGORY	TELEPHONE NUMBER	DATE CONTACTED	PERSON CONTACTED
The District, if any			*
OSB, which publishes a list of DVBE's; Internet Address: http://www.dgs.ca.gov/osbcr	(916) 323-5478 (916) 322-5060		*
DVBE Organization (List)			*

*Write "recorded message" in this column, if applicable.

PART III – Advertisement. You must advertise for DVBE participation in both a trade and focus paper. List the advertisement you place to solicit DVBE participation. Advertisements should be published at least fourteen (14) days prior to bid/proposal opening; if you cannot advertise fourteen (14) days prior, advertisements should be published as soon as possible. Advertisements must include that your firm is seeking DVBE participation, the project name and location, and you firm's name, your contact person, and telephone number. Attach copies of advertisements to this form.

FOCUS/TRADE PAPER NAME	CHECK ONE		DATE OF ADVERTISEMENT
	TRADE	FOCUS	
California Daily Bid Advisor		✓	April 3, 2025
Challenge News	✓		April 3, 2025
San Mateo Daily Journal			April 7, 2025 & April 14, 2025

PART IV – DVBE Solicitations. List DVBE subcontractors/suppliers that were invited to bid. Use the following instructions to complete the remainder of this section (read the three columns as a sentence from left to right). If you need additional space to list DVBE solicitations, please use a separate page and attach to this form.

IF THE DVBE.....	THEN.....	AND.....
was selected to participate	Check "yes" in the "SELECTED" column	include a copy of their DVBE letter(s) from OSB
was **NOT** selected to participate	Check "NO" in the "SELECTED" column	state why in the "REASON NOT SELECTED" column
did not respond to your solicitation	Check the "NO RESPONSE" column.	

DISABLED VETERANS BUSINESS ENTERPRISES CONTACTED	SELECTED		REASON NOT SELECTED	NO RESPONSE
	YES	NO		

A copy of this form must be retained by you and may be subject to a future audit.

CERTIFICATION

I, Gary Chen certify that I am Developer's Secretary and that I have made a diligent effort to ascertain the facts with regard to the representations made herein.

Date: June 5, 2025

Name of Developer: Rodan Builders, Inc.

Signature: [redacted]

Print Name: Gary Chen

Title: Secretary

END OF DOCUMENT

THE KERN HIGH SCHOOL DISTRICT
BID REQUEST

Notice is hereby given that sealed bids will be received by the Undersigned for the following RFQ No. 6572 – Arvin High School: HVAC Disconnect.

Beginning on January 1, 2014, the Kern High School District will only accept bids from prequalified contractors on certain projects pursuant to Public Contract Code Section 20111.5 and/or 20111.6 and AB1565. This applies to all prime and subcontractors with the following licenses: General Contractors (A and B), Mechanical, Electrical, and Plumbing (C-4, C-7, C-10, C-16, C-20, C-34, C-36, C-38, C-42, C-43, and C-46). All prime and/or subcontractors must review the bid specifications to determine whether or not prequalification is required.

State law and regulations adopted by the Office of Public School Construction required that State-funded programs have participation goals of three (3) percent for Disabled Veteran Business Enterprise (DVBE) as defined in Public Contract Code 10115.1. To be considered, a firm or person(s) is required to meet the goal or to make a good faith effort to meet the DVBE participation goals as specified in the regulations.

This project is a prevailing wage project. Owner has ascertained the general prevailing rate of per diem wages in the locality in which this work is to be performed for each craft or type of worker needed to execute this contract. These rates are on file at Owner's office, and a copy may be obtained upon request, or at www.dir.ca.gov A copy of these rates shall be posted at the job site.

It shall be mandatory upon the contractor to whom the contract is awarded (CONTRACTOR), and upon any subcontractor, to pay not less than the specified rates to all workers employed by them in the execution of the contract.

This project is subject to the requirements of Subchapter 4.5 of Chapter 8 of Title 8 of the California Code of Regulations. Contractor and all subcontractors must furnish certified payroll records to the California Department of Industrial Relations (DIR) Public Works Contractor Registration (PWCR) System. A limited exemption from prevailing wage does not apply. Electronic certified payroll reports must be submitted weekly to and will be monitored by the Department of Industrial Relations (DIR). Construction contractors required to report payroll electronically can obtain assistance to use the service (eCPR) by accessing the website http://www.dir.ca.gov/Public-Works/Certified-Payroll-Reporting.html.

The following notice is given as required by Labor Code Section 1771.5(b)(1): CONTRACTOR and any subcontractors are required to review and comply with the provisions of the California Labor Code, Part 7, Chapter 1, beginning with Section 1720, as more fully discussed in the Contract Documents. These sections contain specific requirements concerning, for example, determination and payment of prevailing wages, retention, inspection, and auditing payroll records, use of apprentices, payment of overtime compensation, securing workers' compensation insurance, and various criminal penalties or fines which may be imposed for violations of the requirements of the chapter. Submission of a bid constitutes CONTRACTORS' representation that CONTRACTOR has thoroughly reviewed these requirements.

In order to perform the work required by this contract, contractor must possess the following type of license/certification issued by the State of California: **C-10.**

The Board of Trustees of the Kern High School District reserves the right to reject all bids and/or waive any irregularities in a bid.

Kern High School District
Kenneth R. Seals, Ed.D.
Assistant Superintendent, Business

Agent for Office of Public School Construction
By: Richard J. Ruiz, Director, Business Services

42-1-35DA230

REQUESTING SUB-BIDS FROM QUALIFIED DVBES for cylinders and locksmithing services for Bakersfield College Infrastructure Campus Wide Rekeying Project – Kern Community College District.

Bid Date: April 17, 2025 at 3:00pm
Location: Bakersfield, CA
Contact: estimating@montgomeryhardware.com
Company: Montgomery Hardware Co.
Address: 8777 Lanyard Ct.
Rancho Cucamonga, CA 91730
Contact via email or fax only Fax: 909-204-4001

35DA231

REQUESTING SUB-BIDS FROM QUALIFIED DVBE for the following: Locating, Concrete, IRO Materials

Cupertino Union School District
Security Fencing for
Stocklmeir Elementary School

Bid Date: April 2, 2025 @ 12:00 p.m.
Plans & Specs: Taylor Zamaroni
Email: taylorz@dryco.com
Company: Dryco Construction, Inc.
Address: 42745 Boscell Road
Fremont, CA, 94538
Tel: (707) 337-0044

35D126

REQUESTING SUB-BIDS FROM QUALIFIED DVBE for the following: Locating, Concrete, IRO Materials

Cupertino Union School District
Security Fencing for
Lincoln Elementary School

Bid Date: April 2, 2025 @2:15 p.m.
Plans & Specs: Taylor Zamaroni
Email: taylorz@dryco.com
Company: Dryco Construction, Inc.
Address: 42745 Boscell Road
Fremont, CA, 94538
Tel: (707) 337-0044

35D129

LUSARDI CONSTRUCTION CO. IS SEEKING BIDS from qualified Subcontractors & Suppliers from qualified SBE and DVBE companies:
Woodland Park Middle School Modernization
Location: 1270 Rocks Spring Rd.,
San Marcos, CA 92069
Description: Complete modernization and upgrade of existing middle school; Site work includes extensive civil, landscape, path of travel, and accessibility improvements throughout the entire campus; modernization of (7) existing buildings including the admin building, performing arts center, (16) classrooms, and improvements of existing gym including extension of existing cafeteria; (5) new ground up buildings including (2) new two story classroom buildings, a new library, a new combination culinary classroom and community outreach building, and a new electrical building.
Subcontractor must be registered with the DIR and able to meet "Skilled & Trained Workforce Requirements" prior to submitting a proposal. Prevailing Wage is REQUIRED– Wage Determination Date 2024-02.
Bid Date: April 23, 2025 at 10:00 AM
Lusardi Construction Company shall in no way be held responsible for any fines or penalties incurred by any subcontractor bidding without being registered with DIR.
Lusardi Construction Company reserves the right to reject any quotes, bids, or proposals if the subcontractor is not registered with DIR or their registration has expired at the time of bidding.
Plans, specifications, and project documents may be provided upon request.

Lusardi Construction Company
1570 Linda Vista Drive, San Marcos, CA 92078
Office: (760) 744-3133 **Fax:** (760) 744-9064
Contact: Preconstruction Department,
Precon@lusardi.com

REQUESTING SUB-BIDS FROM QUALIFIED DVBE for the following: Locating, Concrete, IRO Materials

Cupertino Union School District
Security Fencing for
Eisenhower Elementary School

Bid Date: April 2, 2025 @ 3:00 p.m.
Plans & Specs: Taylor Zamaroni
Email: taylorz@dryco.com
Company: Dryco Construction, Inc.
Address: 42745 Boscell Road
Fremont, CA, 94538
Tel: (707) 337-0044

35D128

Rodan Builders Inc.
3486 Investment Blvd., Suite B
Hayward, CA 94545
Phone: (650) 508-1700
Fax: (650) 508-1705

Seeking DVBE, SBE, WBE, MBE, DBE, OBE, UDBE, and LBE's for the following Projects:

BID DATE	BID TIME	PROJECT DESCRIPTION	CITY	OWNER
Upcoming Bids April 21, 2025				
4/21/25	1:00 PM	Phase 2 - El Granada Elementary School Campus Modernizaiton and New Swing Space Portables	Half Moon Bay	Cabrillo Unified School District

We are an equal opportunity employer and intend to seriously negotiate with qualified DVBE and other business enterprises which offer commercially useful functions for this project.

Contact: Rodan Builders, Inc., at bids@rodanbuilders.com

THE KERN HIGH SCHOOL DISTRICT
BID REQUEST

Notice is hereby given that sealed bids will be received by the Undersigned for the following RFQ No. 6570 – Highland High School: Hot Tap.

Beginning on January 1, 2014, the Kern High School District will only accept bids from prequalified contractors on certain projects pursuant to Public Contract Code Section 20111.5 and/or 20111.6 and AB1565. This applies to all prime and subcontractors with the following licenses: General Contractors (A and B), Mechanical, Electrical, and Plumbing (C-4, C-7, C-10, C-16, C-20, C-34, C-36, C-38, C-42, C-43, and C-46). All prime and/or subcontractors must review the bid specifications to determine whether or not prequalification is required.

State law and regulations adopted by the Office of Public School Construction required that State-funded programs have participation goals of three (3) percent for Disabled Veteran Business Enterprise (DVBE) as defined in Public Contract Code 10115.1. To be considered, a firm or person(s) is required to meet the goal or to make a good faith effort to meet the DVBE participation goals as specified in the regulations.

This project is a prevailing wage project. Owner has ascertained the general prevailing rate of per diem wages in the locality in which this work is to be performed for each craft or type of worker needed to execute this contract. These rates are on file at Owner's office, and a copy may be obtained upon request, or at www.dir.ca.gov A copy of these rates shall be posted at the job site.

It shall be mandatory upon the contractor to whom the contract is awarded (CONTRACTOR), and upon any subcontractor, to pay not less than the specified rates to all workers employed by them in the execution of the contract.

This project is subject to the requirements of Subchapter 4.5 of Chapter 8 of Title 8 of the California Code of Regulations. Contractor and all subcontractors must furnish certified payroll records to the California Department of Industrial Relations (DIR) Public Works Contractor Registration (PWCR) System. A limited exemption from prevailing wage does not apply. Electronic certified payroll reports must be submitted weekly to and will be monitored by the Department of Industrial Relations (DIR). Construction contractors required to report payroll electronically can obtain assistance to use the service (eCPR) by accessing the website http://www.dir.ca.gov/Public-Works/Certified-Payroll-Reporting.html.

The following notice is given as required by Labor Code Section 1771.5(b)(1): CONTRACTOR and any subcontractors are required to review and comply with the provisions of the California Labor Code, Part 7, Chapter 1, beginning with Section 1720, as more fully discussed in the Contract Documents. These sections contain specific requirements concerning, for example, determination and payment of prevailing wages, retention, inspection, and auditing payroll records, use of apprentices, payment of overtime compensation, securing workers' compensation insurance, and various criminal penalties or fines which may be imposed for violations of the requirements of the chapter. Submission of a bid constitutes CONTRACTORS' representation that CONTRACTOR has thoroughly reviewed these requirements.

In order to perform the work required by this contract, contractor must possess the following type of license/certification issued by the State of California: **C-8**.

The Board of Trustees of the Kern High School District reserves the right to reject all bids and/or waive any irregularities in a bid.

Kern High School District
Kenneth R. Seals, Ed.D.
Assistant Superintendent, Business

Agent for Office of Public School Construction
By: Richard J. Ruiz, Director, Business Services

41-1-35DA122

FOOTHILL AIR CONDITIONING AND HEATING, inc. is requesting bids from Subcontractors for work at Mission San Jose ES. Must be a prequalified contractor with the Fremont Unified School District

Plan & Specs: Contact Steve@foothillac.com
Owner: San Francisco Unified School District
Bid Date: April 5, 2025 at 11:00 AM
Lic. Types: C-10
Location: San Jose
Duration: 90 Days
Contact: Steve Davies
E-mail: steve@foothillac.com
Company: Foothill Air Conditioning and Heating, Inc.
Address: 17419 Farley Rd W. STE B
Los Gatos, CA 95030
Tel: (408) 395-2500

35DA121

REQUESTING SUB-BIDS FROM QUALIFIED DVBE for the following project:

Gibson and Mayfair Elementary Schools
HVAC and EMS Replacements

Owner: Fresno Unified School District
Bid No.: 25-37
Bid Date: April 8, 2025 2:00 PM
Contact: Estimating
E-Mail: estimating@strategicmech.com
Company: Strategic Mechanical Inc.
Address: 4661 E. Commerce Ave.
Fresno, CA 93725
Tel: (559) 291-1952

35CB714

CALIFORNIA UNIFIED CERTIFICATION PROGRAM (CUCP)

Roster of Certifying Agencies

Click for information

REQUEST FOR PROPOSALS FOR COPIER/PRINTER LEASE AND MAINTENANCE SERVICES
RFP# 2025-1843

Notice is hereby given that the governing board ("Board") of the Franklin-McKinley School District ("District") will receive, by electronic submission, sealed proposals for Copier/Printer Lease and Maintenance Services, RFP# 2025-1843. ("Project" or "Contract").

The intent of this RFP is to solicit proposals from interested companies to provide copier/printer lease and maintenance services. Each proposal must conform and be responsive to this RFP and comply with the required proposal format.

The RFP is available via online at www.fmsd.org>Community>Business Opportunities>Bids.

Sealed proposals will be received until **10:00 A.M. on April 15, 2025.** All proposals will be received via electronic mail and must be sent **to bids@fmsd.org**. Any bid that is submitted after this time shall be nonresponsive and will be purged/deleted. Any claim by a bidder of error in its bid must be made in compliance with section 5100 et seq. of the Public Contract Code.

The Board reserves the right to reject all proposals and/or waive any irregularity in any proposals received. All inquiries related to the proposals must be directed to Romeo Baniaga via email at romeo.baniag@fmsd.org.

No oral responses to any questions concerning the proposal will be provided. All responses will be in the form of written addenda to the Contract Documents will be posted on the website. It is the bidder's responsibility to check the website for responses and addenda during the bid period. All proposals and Addenda will be posted on www.fmsd.org>Community>Business Opportunities>Bids.

Bid Ad Date(s): 4/1/2025, 4/7/2025

35DA120

REQUESTING SUB-BIDS FROM QUALIFIED DVBES for cylinders and locksmithing services for Rancho Santiago Community College District – Districtwide Rekey Santa Ana College Phase 1 Project.

Bid Date: April 15, 2025 at 2:00pm
Location: Santa Ana, CA
Contact: estimating@montgomeryhardware.com
Company: Montgomery Hardware Co.
Address: 8777 Lanyard Ct.
Rancho Cucamonga, CA 91730
Contact via email or fax only Fax: 909-204-4001

35DA125

Rodan Builders Inc.
3486 Investment Blvd., Suite B
Hayward, CA 94545
Phone: (650) 508-1700
Fax: (650) 508-1705

Seeking DVBE, SBE, WBE, MBE, DBE, OBE, UDBE, and LBE's for the following Projects:

BID DATE	BID TIME	PROJECT DESCRIPTION	CITY	OWNER
Upcoming Bids April 21, 2025				
4/21/25	1:00 PM	Phase 2 - El Granada Elementary School Campus Modernizaiton and New Swing Space Portables	Half Moon Bay	Cabrillo Unified School District

We are an equal opportunity employer and intend to seriously negotiate with qualified DVBE and other business enterprises which offer commercially useful functions for this project.

Contact: Rodan Builders, Inc., at bids@rodanbuilders.com

AFFIDAVIT OF PUBLICATION
SAN MATEO DAILY JOURNAL

STATE OF CALIFORNIA
County of San Mateo

The undersigned declares: That at all times hereinafter mentioned, affiant was a permanent resident of the United States, over the age of eighteen years old, and was at and during all said times. The Office Manager of the San Mateo Daily Journal, a newspaper published daily in the County of San Mateo, State of California. The notice mentioned was set in type no smaller than nonpareil and was preceded with words printed in black face type not smaller than size 6, describing and expressing in general terms, the purpose and character of the notice intended to be given; that the

ADVERTISEMENT FOR BIDS

Of which the annexed is a printed copy was published and printed in said newspaper on the 7th and the 14th Day of April 2025.

I declare under penalty of perjury that the foregoing is true and correct.



JP Uganiza

Dated at San Mateo, California,
This 14th Day of April 2025.

ROOFING PROJECT CERTIFICATION

This form shall be executed by all contractors, materials manufacturers, or vendors involved in a bid or proposal for the repair or replacement of a roof of a public school building where the project is either for repair of more than 25% of the roof or that has a total cost more than $21,000 ("roofing project") and submitted to the District when the award is made.

Certification of: ☑ Contractor ☐ Materials Manufacturer ☐ Vendor ☐ Other _____

I, Gary Chen [Name], Secretary [Name of Firm], certify that I have not offered, given, or agreed to give, received, accepted, or agreed to accept, any gift, contribution, or any financial incentive whatsoever to or from any person in connection with the roofing project contract. As used in this certification, "person" means any natural person, business, partnership, corporation, union, committee, club, or other organization, entity, or group of individuals.

Furthermore, I, Gary Chen [Name], Secretary [Name of Firm], certify that I do not have, and throughout the duration of the contract, I will not have, any financial relationship in connection with the performance of this contract with any architect, engineer, roofing consultant, materials manufacturer, distributor, or vendor that is not disclosed below.

I, _____ [Name], _____ [Name of Firm], have the following financial relationships with an architect, engineer, roofing consultant, materials manufacturer, distributor, or vendor, or other person in connection with the following roofing project contract (provide Name and Address of Building, and Contract Date and Number):

Not applicable

By my signature below, I hereby certify that, to the best of my knowledge, the contents of this disclosure are true, or are believed to be true. I further certify on behalf of the Firm that I am aware of section 3000 et seq. of the California Public Contract Code, and the sections referenced therein regarding the penalties for providing false information or failing to disclose a financial relationship in this disclosure. I further certify that I am authorized to make this certification on behalf of the Firm.

Date: June 5, 2025

Proper Name of Firm: Rodan Builders, Inc.

Signature: [redacted]

Print Name: Gary Chen

Title: Secretary

END OF DOCUMENT

HAZARDOUS MATERIALS
PROCEDURES & REQUIREMENTS

2. Summary

This document includes information applicable to hazardous materials and hazardous waste abatement.

3. Notice of Hazardous Waste or Materials

a. Developer shall give notice in writing to the District, the Construction Manager, and the Architect promptly, before any of the following materials are disturbed, and in no event later than twenty-four (24) hours after first observance, of any:

(1) Material that Developer believes may be a material that is hazardous waste or hazardous material, as defined in section 25117 of the Health and Safety Code, that is required to be removed to a Class I, Class II, or Class III disposal site in accordance with provisions of existing law;

(2) Other material that may present a substantial danger to persons or property exposed thereto in connection with Work at the site.

b. Developer's written notice shall indicate whether the hazardous waste or material was shown or indicated in the Contract Documents to be within the scope of Work, and whether the materials were brought to the site by Developer, its Subcontractors, suppliers, or anyone else for whom Developer is responsible. As used in this section the term "hazardous materials" shall include, without limitation, asbestos, lead, Polychlorinated biphenyl (PCB), petroleum and related hydrocarbons, and radioactive material.

c. In response to Developer's written notice, the District shall investigate the identified conditions.

d. If the District determines that conditions do not involve hazardous materials or that no change in terms of Contract is justified, the District shall so notify Developer in writing, stating reasons. If the District and Developer cannot agree on whether conditions justify an adjustment in Contract Price or Contract Time, or on the extent of any adjustment, Developer shall proceed with the Work as directed by the District.

e. If after receipt of notice from the District, Developer does not agree to resume Work based on a reasonable belief it is unsafe, or does not agree to resume Work under special conditions, then District may order such portion of Work that is in connection with such hazardous condition or such affected area to be deleted from the Work, or performed by others, or District may invoke its rights to terminate the Contract in whole or in part. District will determine entitlement to or the amount or extent of an adjustment, if any, in Contract Price or Contract Time as a result of deleting such portion of Work, or performing the Work by others.

f. If Developer stops Work in connection with any hazardous condition and in any area affected thereby, Developer shall immediately redeploy its workers, equipment, and materials, as necessary, to other portions of the Work to minimize delay and disruption.

4. **Additional Warranties and Representations**

a. Developer represents and warrants that it, its employees, and its subcontractors and their employees, shall at all times have the required levels of familiarity with the Site and the Work, training, and ability to comply fully with all applicable laws and contractual requirements for safe and expeditious performance of the Work, including whatever training is or may be required regarding the activities to be performed (including, but not limited to, all training required to address adequately the actual or potential dangers of Contract performance).

b. Developer represents and warrants that it, its employees, and its subcontractors and their employees, shall at all times have and maintain in good standing any and all certifications and licenses required by applicable federal, state, and other governmental and quasi-governmental requirements applicable to the Work.

c. Developer represents and warrants that it has studied carefully all requirements of the Specifications regarding procedures for demolition, hazardous waste abatement, or safety practices, specified in the Contract, and prior to submitting its bid, has either (a) verified to its satisfaction that the specified procedures are adequate and sufficient to achieve the results intended by the Contract Documents, or (b) by way of approved "or equal" request or request for clarification and written Addenda, secured changes to the specified procedures sufficient to achieve the results intended by the Contract Documents. Developer accepts the risk that any specified procedure will result in a completed Project in full compliance with the Contract Documents.

5. **Monitoring and Testing**

a. District reserves the right, in its sole discretion, to conduct air monitoring, earth monitoring, Work monitoring, and any other tests (in addition to testing required under the agreement or applicable law), to monitor Contract requirements of safe and statutorily compliant work methods and (where applicable) safe re-entry level air standards under state and federal law upon completion of the job, and compliance of the work with periodic and final inspection by public and quasi-public entities having jurisdiction.

b. Developer acknowledges that District has the right to perform, or cause to be performed, various activities and tests including, but not limited to, pre-abatement, during abatement, and post-abatement air monitoring, that District shall have no obligation to perform said activities and tests, and that a portion of said activities and tests may take place prior to the completion of the Work by Developer. In the event District elects to perform these activities and tests, Developer shall afford District ample access to the Site and all areas of the Work as may be necessary for the performance of these activities and tests.

Developer will include the potential impact of these activities or tests by District in the Contract Price and the Scheduled Completion Date.

c. Notwithstanding District's rights granted by this paragraph, Developer may retain its own industrial hygiene consultant at Developer's own expense and may collect samples and may perform tests including, but not limited to, pre-abatement, during abatement, and post-abatement personal air monitoring, and District reserves the right to request documentation of all such activities and tests performed by Developer relating to the Work and Developer shall immediately provide that documentation upon request.

6. **Compliance with Laws**

a. Developer shall perform safe, expeditious, and orderly work in accordance with the best practices and the highest standards in the hazardous waste abatement, removal, and disposal industry, the applicable law, and the Contract Documents, including, but not limited to, all responsibilities relating to the preparation and return of waste shipment records, all requirements of the law, delivering of all requisite notices, and obtaining all necessary governmental and quasi-governmental approvals.

b. Developer represents that it is familiar with and shall comply with all laws applicable to the Work or completed Work including, but not limited to, all federal, state, and local laws, statutes, standards, rules, regulations, and ordinances applicable to the Work relating to:

(1) The protection of the public health, welfare and environment;

(2) Storage, handling, or use of asbestos, PCB, lead, petroleum based products, radioactive material, or other hazardous materials;

(3) The generation, processing, treatment, storage, transport, disposal, destruction, or other management of asbestos, PCB, lead, petroleum, radioactive material, or hazardous waste materials or other waste materials of any kind; and

(4) The protection of environmentally sensitive areas such as wetlands and coastal areas.

7. **Disposal**

a. Developer has the sole responsibility for determining current waste storage, handling, transportation, and disposal regulations for the job Site and for each waste disposal facility. Developer must comply fully at its sole cost and expense with these regulations and any applicable law. District may, but is not obligated to, require submittals with this information for it to review consistent with the Contract Documents.

b. Developer shall develop and implement a system acceptable to District to track hazardous waste from the Site to disposal, including appropriate "Hazardous Waste Manifests" on the EPA form, so that District may track the volume of waste it put in each landfill and receive from each landfill a certificate of receipt.

c. Developer shall provide District with the name and address of each waste disposal facility prior to any disposal, and District shall have the express right to reject any proposed disposal facility. Developer shall not use any disposal facility to which District has objected. Developer shall document actual disposal or destruction of waste at a designated facility by completing a disposal certificate or certificate of destruction forwarding the original to the District.

8. **Permits**

a. Before performing any of the Work, and at such other times as may be required by applicable law, Developer shall deliver all requisite notices and obtain the approval of all governmental and quasi-governmental authorities having jurisdiction over the Work. Developer shall submit evidence satisfactory to District that it and any disposal facility:

(1) have obtained all required permits, approvals, and the like in a timely manner both prior to commencement of the Work and thereafter as and when required by applicable law; and

(2) are in compliance with all such permits, approvals and the regulations.

For example, before commencing any work in connection with the Work involving asbestos-containing materials, or PCBs, or other hazardous materials subject to regulation, Developer agrees to provide the required notice of intent to renovate or demolish to the appropriate state or federal agency having jurisdiction, by certified mail, return receipt requested, or by some other method of transmittal for which a return receipt is obtained, and to send a copy of that notice to District. Developer shall not conduct any Work involving asbestos-containing materials or PCBs unless Developer has first confirmed that the appropriate agency having jurisdiction is in receipt of the required notification. All permits, licenses, and bonds that are required by governmental or quasi-governmental authorities, and all fees, deposits, tap fees, offsite easements, and asbestos and PCB disposal facilities expenses necessary for the prosecution of the Work, shall be procured and paid for by Developer. Developer shall give all notices and comply with the all applicable laws bearing on the conduct of the Work as drawn and specified. If Developer observes or reasonably should have observed that Plans and Specifications and other Contract Documents are at variance therewith, it shall be responsible for promptly notifying District in writing of such fact. If Developer performs any Work contrary to applicable laws, it shall bear all costs arising therefrom.

b. In the case of any permits or notices held in District's name or of necessity to be made in District's name, District shall cooperate with Developer in securing the permit or giving the notice, but Developer shall prepare for District review and execution upon approval, all necessary applications, notices, and other materials.

9. **Indemnification**

To the fullest extent permitted by law, the indemnities and limitations of liability expressed throughout the Contract Documents apply with equal force and effect to any claims or liabilities imposed or existing by virtue of the removal, abatement, and disposal of hazardous waste. This includes, but is not limited to, liabilities connected to the selection and use of a waste disposal facility, a waste transporter, personal injury, property damage, loss of use of property, damage to the environment or natural resources, or "disposal" and "release" of materials associated with the Work (as defined in 42 U.S.C. § 9601 *et seq*.).

10. **Termination**

District shall have an absolute right to terminate for default immediately without notice and without an opportunity to cure should Developer knowingly or recklessly commit a material breach of the terms of the Contract Documents, or any applicable law, on any matter involving the exposure of persons or property to hazardous waste. However, if the breach of contract exposing persons or property to hazardous waste is due solely to an ordinary, unintentional, and non-reckless failure to exercise reasonable care, then the procedures for termination for cause shall apply without modification.

END OF DOCUMENT

HAZARDOUS MATERIALS CERTIFICATION

Developer hereby certifies that no asbestos, or asbestos-containing materials, polychlorinated biphenyl (PCB), or any material listed by the federal or state Environmental Protection Agency or federal or state health agencies as a hazardous material, or any other material defined as being hazardous under federal or state laws, rules, or regulations ("New Hazardous Material"), shall be furnished, installed, or incorporated in any way into the Project or in any tools, devices, clothing, or equipment used to affect any portion of Developer's work on the Project for District.

Developer further certifies that it has instructed its employees with respect to the above-mentioned standards, hazards, risks, and liabilities.

Asbestos and/or asbestos-containing material shall be defined as all items containing but not limited to chrysotile, crocidolite, amosite, anthophyllite, tremolite, and actinolite. Any or all material containing greater than one-tenth of one percent (0.1%) asbestos shall be defined as asbestos-containing material.

Any disputes involving the question of whether or not material is New Hazardous Material shall be settled by electron microscopy or other appropriate and recognized testing procedure, at the District's determination. The costs of any such tests shall be paid by Developer if the material is found to be New Hazardous Material.

All Work or materials found to be New Hazardous Material or Work or material installed with equipment containing New Hazardous Material will be immediately rejected and this Work will be removed at Developer's expense at no additional cost to the District.

Developer has read and understood the document titled Hazardous Materials Procedures & Requirements, and shall comply with all the provisions outlined therein.

Date: June 5, 2025

Proper Name of Developer: Rodan Builders, Inc.

Signature: [redacted]

Print Name: Gary Chen

Title: Secretary

END OF DOCUMENT

LEAD-BASED MATERIALS CERTIFICATION

This certification provides notice to Developer that:

(1) Developer's work may disturb lead-containing building materials.

(2) Developer shall notify the District if any work may result in the disturbance of lead-containing building materials.

(3) Developer shall comply with the Renovation, Repair and Painting Rule, if lead-based paint is disturbed in a six-square-foot or greater area indoors or a 20-square-foot or greater area outdoors.

1. Lead as a Health Hazard

Lead poisoning is recognized as a serious environmental health hazard facing children today. Even at low levels of exposure, much lower than previously believed, lead can impair the development of a child's central nervous system, causing learning disabilities, and leading to serious behavioral problems. Lead enters the environment as tiny lead particles and lead dust disburses when paint chips, chalks, peels, wears away over time, or is otherwise disturbed. Ingestion of lead dust is the most common pathway of childhood poisoning; lead dust gets on a child's hands and toys and then into a child's mouth through common hand-to-mouth activity. Exposures may result from construction or remodeling activities that disturb lead paint, from ordinary wear and tear of windows and doors, or from friction on other surfaces.

Ordinary construction and renovation or repainting activities carried out without lead-safe work practices can disturb lead-based paint and create significant hazards. Improper removal practices, such as dry scraping, sanding, or water blasting painted surfaces, are likely to generate high volumes of lead dust.

Because Developer and its employees will be providing services for the District, and because Developer's work may disturb lead-containing building materials, DEVELOPER IS HEREBY NOTIFIED of the potential presence of lead-containing materials located within certain buildings utilized by the District. All school buildings built prior to 1978 are presumed to contain some lead-based paint until sampling proves otherwise.

2. Overview of California Law

Education Code section 32240 et seq. is known as the Lead-Safe Schools Protection Act. Under this act, the Department of Health Services is to conduct a sample survey of schools in the State of California for the purpose of developing risk factors to predict lead contamination in public schools. (Ed. Code, § 32241.)

Any school that undertakes any action to abate existing risk factors for lead is required to utilize trained and state-certified contractors, inspectors, and workers. (Ed. Code, § 32243, subd. (b).) Moreover, lead-based paint, lead plumbing, and solders, or other potential sources of lead contamination, shall not be utilized in the construction of any new school facility or the modernization or renovation of any existing school facility. (Ed. Code, § 32244.)

Both the Federal Occupational Safety and Health Administration ("Fed/OSHA") and the California Division of Occupational Safety and Health ("Cal/OSHA") have implemented

safety orders applicable to all construction work where a contractor's employee may be occupationally exposed to lead.

The OSHA Regulations apply to all construction work where a contractor's employee may be occupationally exposed to lead. The OSHA Regulations contain specific and detailed requirements imposed on contractors subject to those regulations. The OSHA Regulations define construction work as work for construction, alteration, and/or repair, including painting and decorating. Regulated work includes, but is not limited to, the following:

a. Demolition or salvage of structures where lead or materials containing lead are present;

b. Removal or encapsulation of materials containing lead;

c. New construction, alteration, repair, or renovation of structures, substrates, or portions thereof, that contain lead, or materials containing lead;

d. Installation of products containing lead;

e. Lead contamination/emergency cleanup;

f. Transportation, disposal, storage, or containment of lead or materials containing lead on the site or location at which construction activities are performed; and

g. Maintenance operations associated with the construction activities described in the subsection.

Because it is assumed by the District that all painted surfaces (interior as well as exterior) within the District contain some level of lead, it is imperative that Developer, its workers and subcontractors fully and adequately comply with all applicable laws, rules and regulations governing lead-based materials (including title 8, California Code of Regulations, section 1532.1).

Developer shall notify the District if any Work may result in the disturbance of lead-containing building materials. Any and all Work that may result in the disturbance of lead-containing building materials shall be coordinated through the District. A signed copy of this Certification shall be on file prior to beginning Work on the Project, along with all current insurance certificates.

3. <u>Renovation, Repair and Painting Rule, Section 402(c)(3) of the Toxic Substances Control Act</u>

The EPA requires lead safe work practices to reduce exposure to lead hazards created by renovation, repair and painting activities that disturb lead-based paint. Pursuant to the Renovation, Repair and Painting Rule (RRP), renovations in homes, childcare facilities, and schools built prior to 1978 must be conducted by certified renovations firms, using renovators with training by a EPA-accredited training provider, and fully and adequately complying with all applicable laws, rules and regulations governing lead-based materials, including those rules and regulations appearing within title 40 of the Code of Federal Regulations as part 745 (40 CFR 745).

The RRP requirements apply to all contractors who disturb lead-based paint in a six-square-foot or greater area indoors or a 20-square-foot or greater area outdoors. If a DPH-certified

inspector or risk assessor determines that a home constructed before 1978 is lead-free, the federal certification is not required for anyone working on that particular building.

4. Developer's Liability

If Developer fails to comply with any applicable laws, rules, or regulations, and that failure results in a site or worker contamination, Developer will be held solely responsible for all costs involved in any required corrective actions, and shall defend, indemnify, and hold harmless the District, pursuant to the indemnification provisions of the Contract, for all damages and other claims arising therefrom.

If lead disturbance is anticipated in the Work, only persons with appropriate accreditation, registrations, licenses, and training shall conduct this Work.

It shall be the responsibility of Developer to properly dispose of any and all waste products, including, but not limited to, paint chips, any collected residue, or any other visual material that may occur from the prepping of any painted surface. It will be the responsibility of Developer to provide the proper disposal of any hazardous waste by a certified hazardous waste hauler. This company shall be registered with the Department of Transportation (DOT) and shall be able to issue a current manifest number upon transporting any hazardous material from any school site within the District.

Developer shall provide the District with any sample results prior to beginning Work, during the Work, and after the completion of the Work. The District may request to examine, prior to the commencement of the Work, the lead training records of each employee of Developer.

DEVELOPER HEREBY ACKNOWLEDGES, UNDER PENALTY OF PERJURY, THAT IT:

1. HAS RECEIVED NOTIFICATION OF POTENTIAL LEAD-BASED MATERIALS ON THE OWNER'S PROPERTY;

2. IS KNOWLEDGEABLE REGARDING AND WILL COMPLY WITH ALL APPLICABLE LAWS, RULES, AND REGULATIONS GOVERNING WORK WITH, AND DISPOSAL, OF LEAD.

THE UNDERSIGNED WARRANTS THAT HE/SHE HAS THE AUTHORITY TO SIGN ON BEHALF OF AND BIND DEVELOPER. THE DISTRICT MAY REQUIRE PROOF OF SUCH AUTHORITY.

Date: June 5, 2025

Proper Name of Developer: Rodan Builders, Inc.

Signature: [redacted]

Print Name: Gary Chen

Title: Secretary

END OF DOCUMENT

IMPORTED MATERIALS CERTIFICATION

This form shall be executed by all entities that, in any way, provide or deliver and/or supply any soils, aggregate, or related materials ("Fill") to the Project Site and shall be provided to the District at least ten (10) days before delivery. All Fill shall satisfy all requirements of any environmental review of the Project performed pursuant to the statutes and guidelines of the California Environmental Quality Act, section 21000 et seq. of the Public Resources Code ("CEQA"), and all requirements of section 17210 et seq. of the Education Code, including requirements for a Phase I environmental assessment acceptable to the State of California Department of Education and Department of Toxic Substances Control.

Certification of: ☐ Delivery Firm/Transporter ☐ Supplier ☐ Manufacturer
☐ Wholesaler ☐ Broker ☐ Retailer
☐ Distributor ☑ Other General Contractor

Type of Entity ☑ Corporation ☐ General Partnership
☐ Limited Partnership ☐ Limited Liability Company
☐ Sole Proprietorship ☐ Other _____

Name of firm ("Firm"): Rodan Builders, Inc.

Mailing address: 3486 Investment Blvd., Suite B, Hayward, CA 94545

Addresses of branch office used for this Project: Not applicable

If subsidiary, name and address of parent company: Not applicable

By my signature below, I hereby certify that I am aware of section 25260 of the Health and Safety Code and the sections referenced therein regarding the definition of hazardous material. I further certify on behalf of the Firm that all soils, aggregates, or related materials provided, delivered, and/or supplied or that will be provided, delivered, and/or supplied by this Firm to the Project Site are free of any and all hazardous material as defined in section 25260 of the Health and Safety Code. I further certify that I am authorized to make this certification on behalf of the Firm.

Date: June 5, 2025

Proper Name of Firm: Rodan Builders, Inc.

Signature: _____

Print Name: Gary Chen

Title: Secretary

END OF DOCUMENT

SKILLED AND TRAINED WORKFORCE CERTIFICATION

The undersigned does hereby certify to the governing board of the District as follows:

That I am a representative of Developer currently performing work on the Project; that I am familiar with the facts herein certified; and that I am authorized and qualified to execute this certificate on behalf of Developer.

That Developer and its subcontractors at every tier will use a Skilled and Trained Workforce to perform all work on the Contract or Project that falls within an apprenticeable occupation in the building and construction trades in accordance with Public Contract Code section 2600 et seq.

"Apprenticeable occupation" means an occupation for which the Chief of the Division of Apprenticeship Standards of the Department of Industrial Relations ("Chief") had approved an apprenticeship program pursuant to Section 3075 of the Labor Code before January 1, 2014.

"Skilled and Trained Workforce" means a workforce that meets all of the following conditions:

1. All of the workers are either skilled journeypersons or apprentices registered in an apprenticeship program approved by the Chief.

2. The percentage of either (A) skilled journeypersons employed by Developer or subcontractor to perform work on the Contract or Project who are graduates of an apprenticeship program for the applicable occupation, or (B) hours of work performed by skilled journeypersons employed by Developer or subcontractor to perform work on the Contract or Project who are graduates of an apprenticeship program for the applicable occupation, is at least equal to the percentages set forth in the following chart for the applicable month:

REQUIREMENT	EXCLUDED OCCUPATIONS
0%	Teamster
At least 30%	Acoustical installer, bricklayer, carpenter, cement mason, drywall installer or lather, marble mason, finisher, or setter, modular furniture or systems installer, operating engineer, pile driver, plasterer, roofer or waterproofer, stone mason, surveyor, terrazzo worker or finisher, and tile layer, setter, or finisher
At least 60%	Remaining apprenticeable occupations

3. For an apprenticeable occupation in which no apprenticeship program has been approved by the Chief before January 1, 1995, up to one-half of the above graduation percentage requirements set forth in the above chart may be satisfied by skilled journeypersons who commenced working in the apprenticeable occupation before the Chief's approval of an apprenticeship program for that occupation in the county in which the Project is located.

4. The contractor or subcontractor need not meet the apprenticeship graduation requirements if:

   a. During a calendar month, Developer or subcontractor employs skilled journeypersons to perform fewer than 10 hours of work on the Contract or Project; or

   b. The subcontractor was not a listed subcontractor under Public Contract Code section 4104 or a substitute for a listed subcontractor and the subcontract does not exceed one-half of 1 percent of the price of the prime contract.

That Developer and its subcontractors will demonstrate its compliance with the Skilled and Trained Workforce requirements by either of the following methods (check what applies):

☑ Using the form attached hereto, provide monthly reports to the District from Developer and its subcontractors demonstrating that they are complying with the requirements of Public Contract Code section 2600 et seq., which shall be a public record under California Public Records Act, Government Code section 6250 et seq.; or

☐ Provide evidence that Developer and its subcontractors have agreed to be bound by: (1) a project labor agreement entered into by the District that binds all contractors and all its subcontractors at every tier performing work on the Project to use a skilled and trained workforce; (2) the extension or renewal of a project labor agreement entered into by the District prior to January 1, 2017; or (3) a project labor agreement that binds all contractors and all its subcontractors at every tier performing work on the Project to use a skilled and trained workforce.

I hereby certify that I am aware of the provisions of section 17407.5 of the Education Code and sections 2600 through 2602 of the Public Contract Code and will comply with such provisions during the performance of the Work of this Contract and will bind all of my subcontractors at every tier, with the exception of the subcontractors identified in Public Contract Code section 2602, to comply with such provisions.

Date: June 5, 2025

Proper Name of Developer: Rodan Builders, Inc.

Signature: [redacted]

Print Name: Gary Chen

Title: Secretary

SKILLED AND TRAINED WORKFORCE
MONTHLY REPORT
(COVER PAGE)

NAME OF PROJECT: El Granada Elementary School Modernization Phase 2 Project

NAME OF CONTRACTOR: _____

FOR THE MONTH OF: _____, 20_____

The undersigned hereby certifies that all the workers employed by the above-referenced contractor performing work in an apprenticeable occupation in the building and construction trades on the Project are either skilled journeypersons or apprentices registered in an apprenticeship program approved by the Chief of the Division of Apprenticeship Standards of the Department of Industrial Relations.

The undersigned further certifies that the percentage of either (A) skilled journeypersons employed by the above-referenced contractor to perform work on the Project who are graduates of an apprenticeship program for the applicable occupation, or (B) hours of work performed by skilled journeypersons employed by the above-referenced contractor to perform work on the Project who are graduates of an apprenticeship program for the applicable occupation, is at least equal to the apprenticeship graduation percentage required by Public Contract Code section 2601 for the particular calendar month.

The undersigned has demonstrated compliance with the apprenticeship graduation percentage by completing the accompanying Worksheet(s). A true and correct Worksheet for each apprenticeable occupation in the building and construction trades utilized by the above-referenced contractor for the particular calendar month is attached hereto, **totaling _____ attached page(s)**.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date: _____

Signature: _____

Print Name: _____

Title: _____

SKILLED AND TRAINED WORKFORCE
MONTHLY REPORT
(WORKSHEET)

NAME OF PROJECT: El Granada Elementary School Modernization Phase 2 Project

NAME OF CONTRACTOR: _____

FOR THE MONTH OF: _____20__

Page ____ of ____ (Duplicate as needed. Submit a separate Worksheet for each apprenticeable occupation in the building and construction trades utilized by contractor.)

***Apprenticeable occupation:** _____.

A. If above-identified occupation is *acoustical installer, bricklayer, carpenter, cement mason, drywall installer or lather, marble mason, finisher, or setter, modular furniture or systems installer, operating engineer, pile driver, plasterer, roofer or waterproofer, stone mason, surveyor, terrazzo worker or finisher, and tile layer, setter, or finisher*, the apprenticeship graduation percentage requirement is at least 30 percent.

B. If the above-identified occupation is any other apprenticeable occupation, *excluding teamsters and occupations listed in subparagraph A, above*, the apprenticeship graduation percentage requirement is at least at least 30 percent in 2017, 40 percent in 2018, 50 percent in 2019, 60 percent in 2020.

Demonstrate compliance for the above-identified occupation by either Number of Skilled Journeypersons or Number of Hours of Work Performed by Skilled Journeypersons. Check and complete the method of compliance that applies:

☐ **Number of Skilled Journeypersons**:

1. Number of skilled journeypersons performing work in the apprenticeable occupation: _____
2. Number of skilled journeypersons who are graduates of an apprenticeship program for the applicable occupation: _____

Percentage of skilled journeypersons who are graduates of an apprenticeship program for the applicable occupation (divide line 2 by line 1): _____ %

☐ **Number of Hours of Work Performed by Skilled Journeypersons**:

1. Number of hours of work performed by skilled journeypersons in the apprenticeable occupation: _____
2. Number of hours of work performed by skilled journeypersons who are graduates of an apprenticeship program for the applicable occupation: _____

Percentage of hours of work performed by skilled journeypersons who are graduates of an apprenticeship program for the applicable occupation (divide line 2 by line 1): _____ %

Senate Bill No. 1162 Monthly Report Disclosure Requirements

Senate Bill No. 1162 (Cortese) requires that each monthly compliance report for projects with a skilled and trained workforce obligation now include "the full name of, and identify the apprenticeship program name, location, and graduation date of, each worker relied upon to satisfy the apprenticeship graduation percentage requirements."

Each monthly report shall have the table below filled-out with the above-referenced information.

Worker Name	Apprenticeship Program Name	Location of Apprentice Program	Graduation Date of Worker From Apprentice Program

*This Worksheet incorporates by reference all definitions in Public Contract Code section 2601, including, without limitation, the definitions of "apprenticeable occupation," "graduate of an apprenticeship program," and "skilled journeypersons."

END OF DOCUMENT

FACILITIES LEASE

For all or a portion of the following Site:

El Granada Elementary School Modernization Phase 2 Project
400 Santiago Avenue
Half Moon Bay, CA 94019
APN: 047-330-020

By and between

Cabrillo Unified School District
498 Kelly Avenue
Half Moon Bay, CA 94019

And

Rodan Builders, Inc.
3486 Investment Boulevard, Suite B
Hayward, CA 94545

Dated as of June 13, 2024

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FACILITIES LEASE

This facilities lease ("Facilities Lease"), dated as of June 13, 2024 ("Effective Date"), is made and entered into by and between Rodan Builders, Inc. ("Developer"), a California corporation duly organized and existing under the laws of the State of California, as sublessor, and Cabrillo Unified School District, a school district duly organized and validly existing under the laws of the State of California, as sublessee ("District") (together, the "Parties").

RECITALS

WHEREAS, the District is authorized under Section 17406 of the Education Code of the State of California to lease a site to a developer and to have that developer develop and construct the project on the site and to lease back to the District the completed project and site; and

WHEREAS, on the date hereof, the District has leased to Developer, a parcel of land located at 400 Santiago Ave., Half Moon Bay, CA 94019, known as El Granada Elementary School, particularly described in **Exhibit A** and shown on **Exhibit B** attached hereto and incorporated herein by reference ("Site"); and

WHEREAS, District and Developer have executed a site lease at the same time as this Facilities Lease whereby the District is leasing the Site to Developer ("Site Lease"); and

WHEREAS, the District desires to provide for the development and construction of certain work to be performed on portions of the Site which will include construction of improvements to be known as the El Granada Elementary School Modernization Phase 2 Project ("Project"); and

WHEREAS, District has retained Quattrocchi Kwok Architects ("Architect") to prepare plans and specifications for the Project ("Plans and Specifications") and to act as the Design Professional in General Responsible Charge for the Project; and

WHEREAS, the Governing Board of the District ("Board") has determined that it is in the best interests of the District and for the common benefit of the citizens residing in the District to construct the Project by leasing the Site to Developer and by simultaneously entering into this Facilities Lease under which the District will lease back the completed Project and site from Developer and if necessary, make Lease Payments; and

WHEREAS, the District further acknowledges and agrees that it has entered into the Site Lease and the Facilities Lease pursuant to Education Code Section 17406 as the best available and most expeditious means for the District to satisfy its substantial need for the facilities to be provided by the Project and to accommodate and educate District students and to utilize its facilities proceeds expeditiously; and

WHEREAS, this Site Lease and Facilities Lease are awarded based a competitive solicitation process pursuant to Education Code section 17406 and in compliance with the required procedures and guidelines for evaluating the qualifications of proposers adopted and published by the Board to the proposer providing the best value to the school district, taking into consideration the proposer's demonstrated competence and professional qualifications necessary for the satisfactory performance of the services required; and

WHEREAS, the selection of Developer was conducted in a fair and impartial manner; and

WHEREAS, Developer has reviewed the Lease Documents; and

WHEREAS, Developer represents that it has the expertise and experience to perform the services set forth in this Facilities Lease; and

WHEREAS, the District has obtained approval of Coastal Development Permit PLN2023-00223; and

WHEREAS, approval of Coastal Development Permit PLN2023-00223 affects the commencement of construction on the El Granada Elementary School New Classroom Building 'C' and Site Work Project dated May 30, 2023 ("Phase 1 Project") as well as this Project; and

WHEREAS, Developer acknowledges that this Project shall not commence construction until 100% completion of the punch list for Phase 1 Project; and

WHEREAS, any work performed by the Developer for this Project including, but not limited to, preconstruction services, must be in full congruence with and not impact Phase 1 Project; and

WHEREAS, the Parties have performed all acts, conditions and things required by law to exist, to have happened and to have been performed precedent to and in connection with the execution and entering into of this Facilities Lease and all those conditions precedent do exist, have happened and have been performed in regular and due time, form and manner as required by law, and the Parties hereto are now duly authorized to execute and enter into this Facilities Lease; and

WHEREAS, Developer is authorized to lease the Site as lessee and to develop the Project by constructing the Project on the Site and to lease the completed Project and Site back to the District, and has duly authorized the execution and delivery of this Facilities Lease.

NOW, THEREFORE, in consideration of the above recitals and of the mutual covenants hereinafter contained, the Parties hereto do hereby agree as follows:

TERMS

1. Definitions

In addition to the terms and entities defined above or in subsequent provisions, and unless the context otherwise requires, the terms defined in this section shall, for all purposes of this Facilities Lease, have the meanings herein specified.

1.1 "**Developer**" or "**Lessor**" means Rodan Builders, Inc., a California corporation, organized and existing under the laws of the State of California, Contractor's license number 858119 issued by the State of California, Contractors' State License Board, in accordance with division 3, chapter 9, of the Business and Professions Code, and its successors and assigns.

1.2 "**Developer's Representative**" means the Managing Member of Developer, or any person authorized to act on behalf of Developer under or with respect to this Facilities Lease.

1.3 "**Contract Documents**" are defined in **Exhibit D** to this Facilities Lease.

1.4 "**District**" or "**Lessee**" means the Cabrillo Unified School District, a school district duly organized and existing under the laws of the State of California.

1.5 "**District Representative**" means the Superintendent of the District, or any other person authorized by the Governing Board of the District to act on behalf of the District under or with respect to this Facilities Lease.

1.6 "**Permitted Encumbrances**" means, as of any particular time:

1.6.1 Liens for general ad valorem taxes and assessments, if any, not then delinquent, or which the District may permit to remain unpaid;

1.6.2 The Site Lease.

1.6.3 This Facilities Lease.

1.6.4 Easements, rights of way, mineral rights, drilling rights and other rights, reservations, covenants, conditions or restrictions which exist of record as of the date of this Facilities Lease.

1.6.5 Easements, rights of way, mineral rights, drilling rights and other rights, reservations, covenants, conditions or restrictions established following the date of recordation of this Facilities Lease and to which Developer and the District consent in writing which will not impair or impede the operation of the Site.

2. Exhibits

The following Exhibits are attached to and by reference incorporated and made a part of this Facilities Lease:

2.1 Exhibit A - Legal Description of the Site: The description of the real property constituting the Site.

2.2 Exhibit B - Description of the Project: The map or diagram depiction of the Project.

2.3 Exhibit C - Guaranteed Maximum Price and Other Project Cost, Funding, and Payment Provisions: A detailed description of the Guaranteed Maximum Price and the provisions related to the payment of that amount to Developer, including Attachment 3, the Schedule of Lease Payments and Payoff Dates and Amounts.

2.4 Exhibit D - General Construction Provisions: The provisions generally describing the Project's construction.

2.5 Exhibit D-1 – Special Conditions Provisions: The provisions describing conditions specific to the Project's construction.

2.6 Exhibit E - Memorandum of Commencement Date: The Memorandum which will memorialize the commencement and expiration dates of the Lease Term.

2.7 Exhibit F - Construction Schedule

2.8 Exhibit G – Schedule of Values

3. Lease of Project and Site

3.1 Developer hereby leases the compled Project to the District, and the District hereby leases said completed Project and Site from Developer upon the terms and conditions set forth in this Facilities Lease.

3.2 The leasing by Developer to the District of the completed Project and Site shall not affect or result in a merger of the District's leasehold estate pursuant to this Facilities Lease and its fee estate as lessor under the Site Lease. Developer shall continue to have and hold a leasehold estate in the Site pursuant to the Site Lease throughout the Term thereof and the Term of this Facilities Lease.

3.3 As to the Site, this Facilities Lease shall be deemed and constitute a sublease.

4. Term

4.1 Facilities Lease is Legally Binding

This Facilities Lease is legally binding on the Parties upon execution by the Parties and the District Board's approval of this Facilities Lease.

4.2 The "Term" of this Facilities Lease for the purposes of District's obligation to make Lease Payments shall commence on the date when Developer delivers possession of the Project to District and when all improvements to be provided by Developer are determined by the District to be completed as set forth in **Exhibit D** to this Facilities Lease. After Developer has completed construction of the Project and the District has accepted the Project, the Parties shall execute the Memorandum of Commencement Date attached hereto as **Exhibit E** to memorialize the commencement date of the Lease Payments and expiration date of the Term. Unless earlier terminated pursuant to the provisions of the Contract Documents, the Term of this Facilities Lease for the purposes of District's obligations to make Lease Payments shall terminate one (1) year thereafter or upon payment of the final lease payment. Notwithstanding this Term, the Parties hereby acknowledge that each has obligations, duties, and rights under this Facilities Lease that exist upon execution of this Facilities Lease and prior to the beginning of the Lease Payment obligations.

4.3 The Term may be extended or shortened upon the occurrence of the earliest of any of the following events, which shall constitute the end of the Term:

4.3.1 An Event of Default by District as defined herein and Developer's election to terminate this Facilities Lease as permitted herein; or

4.3.2 An Event of Default by Developer as defined herein and District's election to terminate this Facilities Lease as permitted herein; or

4.3.3 Consummation of the District's purchase option pursuant to the Guaranteed Maximum Price and Other Project Cost, Funding, and Payment Provisions indicated in **Exhibit C** ("Guaranteed Maximum Price Provisions"); or

4.3.4 A third-party taking of the Project under Eminent Domain, only if the Term is ended as indicated more specifically herein; or

4.3.5 Damage or destruction of the Project, only if the Term is ended as indicated more specifically herein.

5. Payment

In consideration for the lease of the completed Project and Site by Developer back to the District and for other good and valuable consideration, the District shall make all necessary payments pursuant to the Guaranteed Maximum Price Provisions indicated in **Exhibit C.**

6. Title

6.1 During the Term of this Facilities Lease, the District shall hold fee title to the Site, including the Project, and nothing in this Facilities Lease or the Site Lease shall change, in any way, the District's ownership interest.

6.2 During the Term of this Facilities Lease, Developer shall have a leasehold interest in the Site pursuant to the Site Lease.

6.3 During the Term of this Facilities Lease, Developer shall hold title to the Project improvements provided by Developer which comprise fixtures, repairs, replacements or modifications thereto.

6.4 If the District exercises its Purchase Option pursuant to the Guaranteed Maximum Price Provisions indicated in **Exhibit C** or if District makes all necessary payments under the Guaranteed Maximum Price Provisions indicated in **Exhibit C**, all right, title and interest of Developer, its assigns and successors in interest in and to the Project and the Site shall be transferred to and vested in the District at the end of the Term. Title shall be transferred to and vested in the District hereunder without the necessity for any further instrument of transfer; provided, however, that Developer agrees to execute any instrument requested by District to memorialize the termination of this Facilities Lease and transfer of title to the Project.

7. Quiet Enjoyment

Upon District's possession of the Project, Developer shall thereafter provide the District with quiet use and enjoyment of the Project, and the District shall during the Term peaceably and quietly have and hold and enjoy the Project, without suit, trouble, or hindrance from Developer, except as otherwise may be set forth in this Facilities Lease. Developer will, at the request of the District and at Developer's cost, join in any legal action in which the District asserts its right to such possession and enjoyment to the extent Developer may lawfully do so. Notwithstanding the foregoing, Developer shall have the right to inspect the Project and the Site as provided herein.

8. Representations of the District

The District represents, covenants and warrants to Developer as follows:

8.1 Due Organization and Existence

The District is a school district, duly organized and existing under the Constitution and laws of the State of California.

8.2 Authorization

The District has the full power and authority to enter into, to execute and to deliver this Facilities Lease, and to perform all of its duties and obligations hereunder and has duly authorized the execution of this Facilities Lease.

8.3 No Violations

Neither the execution and delivery of this Facilities Lease nor the Site Lease, nor the fulfillment of or compliance with the terms and conditions hereof or thereof, nor the consummation of the transactions contemplated hereby or thereby, conflicts with or results in a breach of the terms, conditions or provisions of any restriction or any agreement or instrument to which the District is now a party or by which the District is bound, or constitutes a default under any of the foregoing, or results in the creation or imposition of any lien, charge or encumbrance whatsoever upon any of the property or assets of the District, or upon the Site, except Permitted Encumbrances.

8.4 Condemnation Proceedings

8.4.1 District covenants and agrees, but only to the extent that it may lawfully do so, that so long as this Facilities Lease remains in effect, the District will not seek to exercise the power of eminent domain with respect to the Project so as to cause a full or partial termination of this Facilities Lease.

8.4.2 If for any reason the foregoing covenant is determined to be unenforceable or in some way invalid, or if District should fail or refuse to abide by such covenant, then, to the extent it may lawfully do so, District agrees that the financial interest of Developer shall be as indicated in this Facilities Lease.

9. Representations of Developer

Developer represents, covenants and warrants to the District as follows:

9.1 Due Organization and Existence

Developer is a California company duly organized and existing under the laws of the State of California, has the power to enter into this Facilities Lease and the Site Lease; is possessed of full power to lease, lease back, and hold real and personal property and has duly authorized the execution and delivery of all of the aforesaid agreements.

9.2 Authorization

Developer has the full power and authority to enter into, to execute and to deliver this Facilities Lease, and to perform all of its duties and obligations hereunder, and has duly authorized the execution of this Facilities Lease.

9.3 No Violations

Neither the execution and delivery of this Facilities Lease and the Site Lease, nor the fulfillment of or compliance with the terms and conditions hereof or thereof, nor the consummation of the transactions contemplated hereby or thereby, conflicts with or results in a breach of the terms, conditions or provisions of any restriction or any agreement or instrument to which Developer is now a party or by which Developer is

bound, or constitutes a default under any of the foregoing, or results in the creation or imposition of any lien, charge or encumbrance whatsoever upon any of the property or assets of Developer, or upon the Site, except Permitted Encumbrances.

9.4 No Bankruptcy

Developer is not now nor has it ever been in bankruptcy or receivership.

9.5 No Encumbrances

Developer shall not pledge any District payments of any kind, related to the Site Lease, this Facilities Lease, or in any way derived from the Site, and shall not mortgage or encumber the Site, except as may be specifically permitted pursuant to the provisions of this Facilities Lease related to Developer's financing the construction of the project.

9.6 Continued Existence

Developer shall not voluntarily commence any act intended to dissolve or terminate the legal existence of Developer, at or before the latest of the following:

9.6.1 Eighteen (18) months following completion of the Project.

9.6.2 One (1) year following expiration or earlier termination of the Term.

9.6.3 After dismissal and final resolution of any and all disputes between the Parties and/or any third-party claims related, in any way, to the Project.

While the lease documents are in effect, Developer shall give District one hundred twenty (120) days written notice prior to dissolving or terminating the legal existence of Developer.

10. Preconstruction Services

10.1 Scope of the Preconstruction Services

Developer shall perform management and coordination services, plan and specification constructability reviews, provide value-engineering reviews and recommendations and other reviews as necessary to verify that the drawings and specifications are clear and reasonably accurate to minimize the need for changes during the construction phase of the project, including but not limited to the following:

10.1.1 General Services

10.1.1.1 Developer shall attend meetings between the Architect, the District, District site personnel, and any other applicable consultants of the District as required to discuss the Project, including budget, scope and schedule.

10.1.1.2 Developer shall assist the Architect with making formal presentations to the governing board of District. Such assistance is anticipated to include floor plans and elevations necessary for any architectural presentation.

10.1.1.3 Developer shall prepare a rough schedule in a format acceptable to District, and update as necessary.

10.1.1.4 Developer shall prepare and update the components of the Guaranteed Maximum Price and shall be primarily responsible for ensuring that the Project can and is constructed for no more than that amount.

10.1.1.5 While the Architect is anticipated to provide primary assistance, Developer shall assist District with City land use issues.

10.1.1.6 Architect shall act as lead and Developer will assist District and Architect with DSA review, input, and timeframe for same.

10.1.1.7 Architect shall act as lead and Developer will assist with review and comment upon geotechnical / soils investigation and report.

10.1.1.8 Architect shall act as lead and Developer will assist with review and comment upon survey of the Site for the Project.

10.1.1.9 When requested, Developer will prepare meeting minutes.

10.1.1.10 Prepare schedule for preconstruction deliverables, subject to District's approval, and provide preconstruction deliverables within time frames of approved preconstruction schedule.

10.1.2 Review of Design Documents.

10.1.2.1 Review Project design and budget with District and Architect based on the 100% Construction Documents submitted to DSA to:

10.1.2.1.1 Provide recommendations on site use and improvements, selection of materials, building systems and equipment and methods of Project delivery;

10.1.2.1.2 Provide recommendations on relative feasibility of construction methods, availability of materials and labor, time requirements for procurement, installation and construction of the Project and subparts thereof if requested, and factors relating to cost including, but not limited to, construction costs of alternate designs of materials, preliminary budgets and possible economics that could be achieved through alternate methods or substitutions;

10.1.2.1.3 Provide recommendations on relative feasibility of construction methods, availability of materials and labor, time requirements for procurement, installation and construction of the Project and subparts thereof if requested, and factors relating to cost including, but not limited to, construction costs of alternate designs of materials, preliminary budgets and possible economics that could be achieved through alternate methods or substitutions;

10.1.2.1.4 Provide plan review.

10.1.2.1.5 Value-engineering. Prepare a value-engineering report for District review and approval that:

10.1.2.1.5.1 Details areas of cost saving (e.g. construction processes/procedures, specified materials and equipment, and equipment or other aspects of the design documents that can be modified to reduce costs and/or the time for achieving final completion of the Project and/or to extend life-cycle and/or to reduce maintenance/operations costs, without diminution in the quality of materials/equipment/workmanship, scope or intended purposes of the Project);

10.1.2.1.5.2 Provides detailed estimate for proposed value-engineering items;

10.1.2.1.5.3 Defines methodology or approaches that maximize value; and

10.1.2.1.5.4 Identifies design choices that can be more economically delivered.

10.1.2.1.6 Constructability Review. Prepare detailed interdisciplinary constructability review within Fourteen (14) days of receipt of the plans from the District that:

10.1.2.1.6.1 Ensures construction documents are well coordinated and reviewed for errors;

10.1.2.1.6.2 Identifies to the extent known, construction deficiencies and areas of concern;

10.1.2.1.6.3 Back-checks design drawings for inclusion of modifications; and

10.1.2.1.6.4 Provides the District with written confirmation that:

10.1.2.1.6.4.1 Requirements noted in the design documents prepared for the Project are consistent with and conform to the District's Project requirements and design standards.

10.1.2.1.6.4.2 Various components have been coordinated and are consistent with each other so as to minimize conflicts within or between components of the design documents.

10.1.2.2 Confirm Modifications to Design Drawings for Phase 2 of the project. If the District accepts Developer's comments, including the value-engineering and/or constructability review comments, review the

design documents to confirm that those comments are properly incorporated into the final design documents.

10.1.2.3 In doing so, it is recognized that Developer is not acting in the capacity of a licensed design professional, and that Developer's examination is made in good faith to facilitate construction and does not create an affirmative responsibility of a design professional to detect errors, omissions or inconsistencies in the Contract Documents or to ascertain compliance with applicable laws, building codes or regulations. However, nothing in this provision shall abrogate Developer's responsibilities for discovering and reporting any error, inconsistency, or omission pursuant to the Contract Documents within the Developer's standard of care including, without limitation, any applicable laws, ordinance, rules, or regulations.

10.1.3 Budget of Project Costs.

10.1.3.1 At each stage of plan review indicated above, Developer will update and refine the budget of the Guaranteed Maximum Price based on the most recent set of design documents. Developer shall also advise the District and the Architect if it appears that the total construction costs may exceed the Guaranteed Maximum Price established by the District and shall make recommendations for corrective action. Developer will further provide input to the District and Architect relative to value of construction, means and methods for construction, duration of construction of various building methods and constructability.

10.1.3.2 In each budget of the Guaranteed Maximum Price, Developer shall include values of scopes of work subdivided into component parts in sufficient detail to serve as the basis for progress payments during construction. This budget of the Guaranteed Maximum Price shall include, at a minimum, the following information divided into at least the following categories for each site:

10.1.3.2.1 Overhead and profit;

10.1.3.2.2 Supervision;

10.1.3.2.3 General conditions;

10.1.3.2.4 Layout & Mobilization (not more than 1%);

10.1.3.2.5 Submittals, samples, shop drawings (not more than 3%);

10.1.3.2.6 Bonds and insurance (not more than 2.65%);

10.1.3.2.7 Close-out documentation (not less than 3%);

10.1.3.2.8 Demolition;

10.1.3.2.9 Installation;

10.1.3.2.10 Rough-in;

10.1.3.2.11 Finishes;

10.1.3.2.12 Testing;

10.1.3.2.13 Owner and Maintenance Manuals; and

10.1.3.2.14 Punchlist and District acceptance.

10.1.4 Construction Schedule and Phasing Plan

Developer shall prepare a preconstruction schedule to guide the design team through to bid dates. That schedule shall show the multiple phases and interrelations of design, constructability review, and estimating. Developer shall also prepare a full construction schedule for the Project detailing the construction activities. Developer shall further investigate, recommend and prepare a schedule for the purchase of materials and equipment requiring long lead time procurement, and coordinate the schedule with the early preparation of portions of the Contract Documents by the Architect.

10.1.5 Construction Planning and Bidding

10.1.5.1 For all of Developer's activities relating to construction planning and bidding, Developer shall comply with all applicable legal requirements, including but not limited to those set forth in Education Code section 17406.

10.1.5.2 Consult with District staff in relation to the existing site. Selected developer should make site visits, as needed to review the current site conditions. During this evaluation, Respondent may make recommendations relating to soils investigations and utility locations and capacities, in order to minimize unforeseen conditions.

10.1.5.3 Attend meetings at the Site with the Architect and the design team as needed.

10.1.5.4 Provide plan review and constructability services with an emphasis on ensuring that the Project can be completed within the established schedule and within the available budget.

10.1.5.5 Provide a detailed analysis of all major Project systems with an emphasis on possible value engineering possibilities.

10.1.5.6 Prepare and distribute specifications and drawings provided by District to facilitate bidding to Developer's subcontractors.

10.1.5.7 Review the drawings and specifications to eliminate areas of conflict and overlapping in the work to be performed by various subcontractors, and with a view to eliminating change order requests by the Architect or subcontractors.

10.1.5.8 Conduct pre-bid conferences. Coordinate with District and the Architect in responding to subcontractor questions or providing clarification to all subcontractors.

10.1.5.9 DSA approved plans shall be utilized to receive subcontractor bids and develop the GMP in accordance with the lease-leaseback agreement forms, including the requirement that Developer engage in competitive bidding for subcontractors for all scopes of work on the Project that constitute more than one half of one percent (0.5%) of the GMP. The District representative shall be present during the receipt of bids from subcontractors.

10.1.5.10 Each phase GMP shall be presented to the District in the following manner within a three ring binder as well as electronically on an external memory device such as a USB drive:

10.1.5.10.1 Cover sheet, signed by Developer indicating the GMP dollar amount with a certification, indicating that the GMP is all inclusive per the plans, specifications and addenda (contract documents). Also include certification stating, "Developer hereby certifies that they have reviewed all subcontractor proposals and whether the subcontractor excluded portions of their scope Developer has included all costs for a complete GMP in accordance with plans, specifications and addenda."

10.1.5.10.2 A bid tabulation sheet indicating the breakdown by subcontractor/trade along with the appropriate general condition amount, other fees (as submitted with the response to the RFQ/P).

10.1.5.10.3 Behind the bid tabulation sheet mentioned in subdivision 10.1.5.5.2 above should be a sheet that indicates what is included in the general conditions, which should match what was submitted in the response to the RFQ/P.

10.1.5.10.4 Copies of all subcontractor bids received divided by trade that corresponds to the final spread sheet with a cover sheet indicating the scope and subcontractors that provided bids as well as those that were asked to bid, but did not submit a proposal. This sheet should have the dollar amounts for each subcontractor that provided a bid with the first column being the proposed subcontractor for that trade.

10.1.5.10.5 Behind subdivision 10.1.5.5.4 above should be the bids for that trade with the proposed subcontractor bid on top and the other subcontractor bids in descending order based on best value score.

10.1.5.10.6 The minimum number of bona fide bids from contractors for a specific trade shall be as follows:

10.1.5.10.6.1 Two (2) bids for subcontracts up to One Hundred Thousand Dollars ($100,000);

10.1.5.10.6.2 Three (3) bids for subcontracts over One Hundred Thousand Dollars ($100,000).

10.1.5.10.7 If Developer intends to propose to self-perform portion(s) of the construction of the Project, it must receive the District's prior written approval. If approved, Developer must provide its pricing (its bid) to the District twenty-four (24) hours prior to Developer's receipt of Subcontractor bids for those portion(s) of the Work.

10.1.5.10.7.1 Regardless of the scope of work and not in any way reducing the number of Subcontractor bids based on the other requirements of the Contract Documents, the minimum number of bona fide bids from Subcontractors for scope(s) of Work that Developer is bidding to self-perform shall be Two (2) Bids, not including Developer's pricing/bid.

10.1.5.11 Produce detailed construction CPM schedules to be incorporated into the Project documents including identification of the Project critical path and agency approvals.

10.1.5.12 Plan the phases and staging of construction, staging areas, temporary fencing, office trailer placement, access, etc. as required.

10.1.5.13 Any other services that are reasonable and necessary to control the budget and schedule. List those areas where subconsultants will be required and where the Respondent has in-house expertise. Provide resumes of persons providing each of these services and for key personnel assigned to the Project.

10.2 Schedule

Preconstruction services outlined above will commence on the date the District issues a Notice to Proceed with Preconstruction Services for the Agreement, and conclude upon approval of the Amendment to the Lease Agreements by District's Board, or termination of this Agreement by either party per the Agreement's terms. Any extension shall be subject to reasonable approval in writing by the Parties.

10.3 Ownership of Records

It is mutually agreed that all materials prepared by Developer under this Agreement shall become the property of the District and Developer shall have no property right therein whatsoever. Developer hereby assigns to District any copyrights associated with the materials prepared pursuant to the Agreement.

10.4 Open Book Policy

There will be an open book policy with Developer and its construction team. District shall have access to all subcontractor bids, value engineering back-up, contingency breakdown & tracking, and Developer fees.

10.5 Compensation to Developer for Preconstruction Services

District agrees to reimburse Developer in the total amount not to Eight Thousand Dollars ($8,000) for the performance of services contemplated by this Agreement. Developer shall be paid monthly for the actual fees and allowed costs and expenses for all time and materials required and expended for work requested and specified by the District as completed. Said amount shall be paid within thirty (30) days upon submittal to and verification by the District of a monthly billing statement showing completion of the tasks for that month on a line item basis. In the event Developer and District continue with the lease/leaseback agreements for the development of the Project, this compensation for services rendered will be included as part of the Guaranteed Maximum Price ("GMP") to be paid to Developer by District.

Developer shall be responsible for any and all costs and expenses incurred by Developer, including but not limited to the costs of hiring sub-consultants, contractors and other professionals, review of the Project's Plans and Specifications, review and preparation of necessary documentation relating to the development of the Project, all travel-related expenses, as well as for meetings with District and its representatives, long distance telephone charges, copying expenses, salaries of Developer staff and employees working on the Project, overhead, and any other reasonable expenses incurred by Developer in performance of the services contemplated by this Agreement.

10.6 Termination before Construction Phase

10.6.1 Before the notice to proceed with the Construction Phase is issued by the District, this Agreement may be terminated at any time without cause by District upon fourteen (14) days written notice to Developer. In the event of such a termination by District, the District shall pay Developer for all undisputed services performed and expenses incurred per this Agreement, supported by documentary evidence, including, but not limited to, payroll records, invoices from third parties retained by Developer pursuant to this Agreement, and expense reports up until the date of notice of termination plus any sums due Developer for Board-approved extra services. In ascertaining the services actually rendered hereunder up to the date of termination of this Agreement, consideration shall be given to completed work and work in process that would best serve the District if a completed product was presented.

10.6.2 In the event that the Parties do not reach an agreement on the GMP, this Agreement will be terminated at that time. In the event of such a termination, the District shall pay Developer no more than the not to exceed amount in Section 10.5 above.

10.7 Construction Phase

Developer shall not commence work for which a contractor is required to be licensed in accordance with Article 5 (commencing with Section 7065) of Chapter 9 of Division 3 of the Business and Professions Code and for which Division of the State Architect approval is required can be performed before receipt of the required Division of the State Architect approval and the approval of Coastal Development Permit PLN2023-00223. Furthermore, said work may not commence until 100% completion of the punch list for the Phase 1 Project.

11. Construction of Project

11.1 Construction of Project

11.1.1 Developer agrees to cause the Project to be developed, constructed, and installed in accordance with the terms hereof and the Construction Provisions set forth in **Exhibit D**, including those things reasonably inferred from the Contract Documents as being within the scope of the Project and necessary to produce the stated result even though no mention is made in the Contract Documents.

11.1.2 Contract Time / Construction Schedule

It is hereby understood and agreed that the Contract Time for this Project shall commence with the date upon which the Facilities Lease and the Site Lease are entered into and delivered to both Parties and ending with completion of the Work which will occur no later than August 31, 2026 ("Contract Time"). The Construction Schedule must be approved by the District.

11.1.3 Schedule of Values

Developer will provide a schedule of values, approved by the District, which will be attached hereto as **Exhibit G** ("Schedule of Values"). The Schedule of Values must be approved by the District.

11.1.4 Liquidated Damages

Time is of the essence for all work Developer must perform to complete the Project. It is hereby understood and agreed that it is and will be difficult and/or impossible to ascertain and determine the actual damage that the District will sustain in the event of and by reason of Developer's delay; therefore, Developer agrees that it shall pay to the District the sum of Two Thousand, Five Hundred Dollars ($2,500) per day as liquidated damages for each and every day's delay beyond the Contract Time.

11.1.4.1 It is hereby understood and agreed that this amount is not a penalty.

11.1.4.2 In the event any portion of the liquidated damages is not paid to the District, the District may deduct that amount from any money due or that may become due Developer under this Facilities Lease. The District's right to assess liquidated damages is as indicated herein and in **Exhibit D**.

11.1.4.3 The time during which the construction of the Project is delayed for cause as hereinafter specified may extend the time of completion for a reasonable time as the District may grant.

11.1.5 Guaranteed Maximum Price

Developer will cause the Project to be constructed within the GMP as set forth and defined in the GMP provisions in **Exhibit C,** and Developer will not seek additional compensation from District in excess of that amount. In

acknowledgement of the necessity of the approval of Coastal Development Permit PLN2023-000223 and completion of Phase 1 Project, Developer shall hold the Guaranteed Maximum Price for one year or more after approval by the Board.

11.1.6 Modifications

If the DSA requires changes to the Contract Documents submitted by District to Developer, and those changes change the construction costs and/or construction time for the Project, then those changed costs or time will be handled as a modification pursuant to the provisions of **Exhibit D**.

11.1.7 Labor Compliance Monitoring and Enforcement by Department of Industrial Relations

This Project is subject to labor compliance monitoring and enforcement by the Department of Industrial Relations pursuant to Labor Code section 1771.4 and Title 8 of the California Code of Regulations. Developer specifically acknowledges and understands that it shall perform the Work of this Agreement while complying with all the applicable provisions of Division 2, Part 7, Chapter 1, of the Labor Code.

12. Maintenance

Following delivery of possession of the Project by Developer to District, the repair, improvement, replacement and maintenance of the Project and the Site shall be at the sole cost and expense and the sole responsibility of the District, subject only to all punch list items and warranties against defects in materials and workmanship of Developer as provided in **Exhibit D**. The District shall pay for or otherwise arrange for the payment of the cost of the repair and replacement of the Project resulting from ordinary wear and tear. The District waives the benefits of subsections 1 and 2 of Section 1932 of the California Civil Code, but such waiver shall not limit any of the rights of the District under the terms of this Facilities Lease.

13. Utilities

Following delivery of possession of the Project by Developer to District, the cost and expenses for all utility services, including, but not limited to, electricity, natural gas, telephone, water, sewer, trash removal, cable television, janitorial service, security, heating, water, internet service, data transmission, and all other utilities of any type shall be paid by District.

14. Taxes and Other Impositions

All ad valorem real property taxes, special taxes, possessory interest taxes, bonds and special lien assessments or other impositions of any kind with respect to the Project, the Site and the improvements thereon, charged to or imposed upon either Developer or the District or their respective interests or estates in the Project, shall at all times be paid by District. In the event any possessory interest tax is levied on Developer, its successors and assigns, by virtue of this Facilities Lease or the Site Lease, District shall pay such possessory interest tax directly, if possible, or shall reimburse Developer, its successors and assigns for the full amount thereof within forty-five (45) days after presentation of proof of payment by Developer.

15. Insurance

15.1 Developer's Insurance

Developer shall comply with the insurance requirements as indicated here and in **Exhibit D-1**, if applicable.

15.1.1 Commercial General Liability and Automobile Liability Insurance

15.1.1.1 Developer shall procure and maintain, during the life of the Project, Commercial General Liability Insurance in a form at least as broad as Insurance Services (ISO) Form CG 00 01 that shall protect Developer, its agents, representative, employees, or subcontractors, District, its Board Members, employees, agents, Construction Manager(s), Project Manager(s), Project Inspector(s), and Architect(s) from all claims for products and completed operations, property damage, bodily injury and personal injury, death, advertising injury and medical payments arising from, or in connection with, the performance of the Work of the Project within the Contract Documents at the required limits, or Developer shall procure and maintain these coverages separately. Developer shall procure and maintain Automobile Liability in a form at least as broad as ISO Form CA 0001 covering Code 1 (any auto) at the required limits, or Developer shall procure and maintain these coverages separately.

15.1.1.2 Developer's deductible or self-insured retention for its Commercial General Liability Insurance policy shall not exceed five thousand dollars ($5,000) for deductible or twenty-five thousand dollars ($25,000) for self-insured retention, respectively, unless approved in writing by District.

15.1.1.3 All such policies shall be written on an occurrence form.

15.1.2 Excess Liability Insurance

15.1.2.1 If Developer's underlying policy limits are less than required, subject to 15.1.2.3 below, Developer may procure and maintain, during the life of the Project, an Excess Liability Insurance Policy to meet the policy limit requirements of the required policies in order to satisfy, in aggregate with its underlying policy, the insurance requirements herein including, but not limited to, primary and non-contributory, additional insured, Self-Insured Retentions (SIRs), indemnity, and defense requirements. The Excess Liability Insurance Policy shall be provided on a true "following form" or broader coverage basis, with coverage at least as broad as provided on the underlying Commercial General Liability insurance. No insurance policies maintained by the Additional Insureds, whether primary or excess, and which also apply to a loss covered hereunder, shall be called upon to contribute to a loss until Developer's primary and excess liability policies are exhausted.

15.1.2.2 There shall be no gap between the per occurrence amount of any underlying policy and the start of the coverage under the Excess Liability Insurance Policy. Any Excess Liability Insurance Policy shall protect Developer, District, its Board Members, employees, agents, Construction Manager(s), Project Manager(s), Project Inspector(s), and Architect(s) in amounts and including the provisions as set forth in **Exhibit D-1** and/or the Supplementary Conditions (if any), and that complies with all requirements for Commercial General Liability and Automobile Liability and Employers' Liability Insurance.

15.1.2.3 The District, in its sole discretion, may accept the Excess Liability Insurance Policy that brings Developer's primary limits to the minimum requirements herein.

15.1.3 Subcontractor

Developer shall require its Subcontractor(s), if any, to procure and maintain Commercial General Liability Insurance, Automobile Liability Insurance, and Excess Liability Insurance (if Subcontractor elects to satisfy, in part, the insurance required herein by procuring and maintaining an Excess Liability Insurance Policy) with minimum limits at least equal to the amount required of Developer except where smaller minimum limits are permitted as set forth below. For Commercial General Liability coverage, subcontractors shall provide coverage with a form at least as broad as CG 20 38 04 13.

15.1.4 Workers' Compensation and Employer's Liability Insurance

15.1.4.1 In accordance with provisions of section 3700 of the California Labor Code, Developer and every Subcontractor shall be required to secure the payment of compensation to its employees.

15.1.4.2 Developer shall procure and maintain, during the life of the Project, Workers' Compensation Insurance and Employer's Liability Insurance for all of its employees engaged in work under the Project, on/or at the Site of the Project. This coverage shall cover, at a minimum, medical and surgical treatment, disability benefits, rehabilitation therapy, and survivors' death benefits. Developer shall require its Subcontractor(s), if any, to procure and maintain Workers' Compensation Insurance and Employer's Liability Insurance for all employees of Subcontractor(s). Any class of employee or employees not covered by a Subcontractor's insurance shall be covered by Developer's insurance. If any class of employee or employees engaged in Work on the Project, on or at the Site of the Project, is not protected under the Workers' Compensation Insurance, Developer shall provide, or shall cause a Subcontractor to provide, adequate insurance coverage for the protection of any employee(s) not otherwise protected before any of those employee(s) commence work.

15.1.4.3 The Workers' Compensation policy shall be endorsed with a waiver of subrogation in favor of District for all work performed by Developer, its employees, agents and subcontractors.

15.1.5 Builder's Risk Insurance: Builder's Risk "All Risk" Insurance

15.1.5.1 Developer shall procure and maintain, during the life of this Agreement, Builder's Risk (Course of Construction) insurance utilizing an "All Risk" (Special Perils) coverage form, with limits equal to the completed value of the Project and no coinsurance penalty provisions, or similar first party property coverage acceptable to the District. The cost value basis shall be consistent with the total replacement cost of all insurable Work of the Project included within the Contract Documents. Coverage is to insure against all risks of accidental physical loss and shall include without limitation the perils of vandalism and/or malicious mischief (both without any limitation regarding vacancy or occupancy), sprinkler leakage, civil authority, theft, sonic disturbance, earthquake, flood, collapse, wind, rain, dust, fire, war, terrorism, lightning, smoke, and rioting. Coverage shall include debris removal, demolition, increased costs due to enforcement of all applicable ordinances and/or laws in the repair and replacement of damaged and undamaged portions of the property, and reasonable costs for the Architect's and engineering services and expenses required as a result of any insured loss upon the Work and Project, including completed Work and Work in progress, to the full insurable value thereof.

15.1.6 Pollution Liability Insurance

15.1.6.1 Developer shall procure and maintain Pollution Liability Insurance in a form at least as broad as ISO Form CG 2415 that shall protect Developer, District, Construction Manager(s), Project Inspector(s), and Architect(s) from all claims for bodily injury, property damage, including natural resource damage, cleanup costs, removal, storage, disposal, and/or use of the pollutant arising from operations under this Facilities Lease, and defense, including costs and expenses incurred in the investigation, defense, or settlement of claims, or Developer shall procure and maintain these coverages separately. Coverage shall apply to sudden and/or gradual pollution conditions resulting from the escape or release of smoke, vapors, fumes, acids, alkalis, toxic chemicals, liquids, or gases, natural gas, waste materials, or other irritants, contaminants, or pollutants, including asbestos.

15.1.6.2 Contractor warrants that any retroactive date applicable to coverage under the policy shall predate the effective date of the Agreement and that continuous coverage will be maintained or an extended reporting or discovery period will be exercised for a period of three (3) years, beginning from the time that the Work under the Agreement is completed.

15.1.6.3 If the services involve lead-based paint or asbestos identification/remediation, Developer's Pollution Liability policy shall not contain lead-based paint or asbestos exclusions. If the services involve mold identification/remediation, Developer's Pollution Liability policy shall not contain a mold exclusion, and the definition of Pollution shall include microbial matter, including mold.

15.1.6.4 If Developer is responsible for removing any pollutants from a site, then Developer shall ensure that Any Auto, including owned, non-owned, and hired, are included within the above policies and at the required limits, to cover its automobile exposure for transporting the pollutants from the site to an approved disposal site. This coverage shall include the Motor Carrier Act Endorsement, MCS 90.

15.1.7 Proof of Carriage of Insurance and Other Requirements Endorsements and Certificates

15.1.7.1 Developer shall not commence Work nor shall it allow any Subcontractor to commence Work on the Project, until Developer and its Subcontractor(s) have procured all required insurance and Developer has delivered in duplicate to the District complete endorsements (or entire insurance policies) and certificates indicating the required coverages have been obtained, and the District has approved these documents.

15.1.7.2 Endorsements, certificates, and insurance policies shall include the following:

15.1.7.2.1 A clause stating the following, or other language acceptable to the District:

"This policy shall not be canceled and the coverage amounts shall not be reduced until notice has been mailed to District, Architect, and Construction Manager stating date of cancellation by the insurance carrier. Date of cancellation may not be less than thirty (30) days after date of mailing notice."

15.1.7.2.2 Language stating in particular those insured, extent of insurance, location and operation to which insurance applies, expiration date, to whom cancellation notice will be sent, and length of notice period.

15.1.7.2.3 All endorsements, certificates and insurance policies shall state that District, its Board Members, employees and agents, Construction Manager(s), Project Manager(s), Inspector(s) and Architect(s) are named additional insureds under all policies except Workers' Compensation Insurance and Employers' Liability Insurance. General liability coverage can be provided in the form of an endorsement to the Contractor's insurance (at least as broad as ISO Form CG 20 10, CG 11 85 or **both** CG 20 10, CG 20 26, CG 20 33, or CG 20 38; **and** CG 20 37 forms if later revisions used).

15.1.7.2.4 All endorsements shall waive any right to subrogation against any of the named additional insureds.

15.1.7.2.5 Developer's and Subcontractors' insurance coverage at least as broad as ISO CG 20 01 04 13 shall be primary and non-contributory to any insurance or self-insurance maintained by District, its Board Members, employees and/or agents, the State of California, Construction Manager(s), Project Manager(s), Inspector(s), and/or Architect(s). This requirement shall also apply to any Excess liability policies.

15.1.7.2.6 Developer's insurance limit shall apply separately to each insured against whom a claim is made or suit is brought.

15.1.7.3 No policy shall be amended, canceled, or modified, and the coverage amounts shall not be reduced, until Developer or Developer's broker has provided written notice to District, Architect, and Construction Manager stating date of the amendment, modification, cancellation or reduction, and a description of the change. Date of amendment, modification, cancellation or reduction may not be less than thirty (30) days after date of mailing notice.

15.1.7.4 Insurance written on a "claims made" basis shall be retroactive to a date that coincides with or precedes Developer's commencement of Work, including subsequent policies purchased as renewals or replacements. Said policy is to be renewed by Developer and all Subcontractors for a period of five (5) years following completion of the Work or termination of this Facilities Lease. Such insurance must have the same coverage and limits as the policy that was in effect during the term of this Facilities Lease, and will cover Developer and all Subcontractors for all claims made. If coverage is cancelled or non-renewed, and not replaced with another claims-made policy from with a retroactive date prior to the effective date of this Facilities Lease, or the start of Work date, the Developer must purchase extended reporting period coverage for a minimum of five (5) years after completion of contract work. A copy of the claims reporting requirements must be submitted to the District for review.

15.1.7.5 Developer's and Subcontractors' insurance policy(s) shall be primary and non-contributory to any insurance or self-insurance maintained by District, its Board Members, employees and/or agents, the State of California, Construction Manager(s), Project Manager(s), Inspector(s), and/or Architect(s).

15.1.7.6 All of Developer's insurance shall be with insurance companies with an A.M. Best rating of no less than A: XI.

15.1.7.7 The insurance requirements set forth herein shall in no way limit Developer's liability arising out of or relating to the performance of the Work or related activities.

15.1.7.8 Failure of Developer and/or its Subcontractor(s) to comply with the insurance requirements herein shall be deemed a

material breach of the Facilities Lease and constitute a Default by Developer pursuant to this Facilities Lease.

15.1.8 Insurance Policy Limits

The limits of insurance shall not be less than the following amounts:

COMMERCIAL GENERAL LIABILITY	Product Liability and Completed Operations, Fire Damage Liability – Split Limit	$5,000,000 per occurrence; $10,000,000 in aggregate
AUTOMOBILE LIABILITY – ANY AUTO	Combined Single Limit	$1,000,000
WORKERS' COMPENSATION		Statutory limits pursuant to State law
EMPLOYER'S LIABILITY		$1,000,000 per accident for bodily injury or disease
BUILDER'S RISK (COURSE OF CONSTRUCTION)		Full replacement value for scope of Work.
POLLUTION LIABILITY		$1,000,000 per claim; $2,000,000 aggregate

If Developer normally carries insurance in an amount greater than the minimum amounts required by District, that greater amount shall become the minimum required amount of insurance for purposes of the Contract Documents. Therefore, Developer hereby acknowledges and agrees that all insurance carried by it shall be deemed liability coverage for all actions it performs in connection with the Contract Documents.

The limits of insurance for those subcontractors whose subcontract does not exceed One Million Dollars ($1,000,000) shall not be less than the following amounts:

COMMERCIAL GENERAL LIABILITY	Product Liability and Completed Operations, Fire Damage Liability – Split Limit	$2,000,000 per occurrence; $4,000,000 in aggregate
AUTOMOBILE LIABILITY - ANY AUTO	Combined Single Limit	$1,000,000
WORKERS' COMPENSATION		Statutory limits pursuant to State law
EMPLOYER'S LIABILITY		$1,000,000 per accident for bodily injury or disease

Notwithstanding anything in this Facilities Lease to the contrary, the above insurance requirements may be modified as appropriate for subcontractors, with District's prior written approval.

15.2 District's Insurance

15.2.1 Rental Interruption Insurance

District shall at all times from and after District's acceptance of the Project, for the benefit of District and Developer, as their interests may appear, maintain rental interruption insurance to cover loss, total or partial, of the use of the Project due to damage or destruction, in an amount at least equal to the maximum estimated Lease Payments payable under this Facilities Lease during the current or any future twenty-four (24) month period. This insurance may be maintained as part of or in conjunction with any other insurance coverage carried by the District, and such insurance may be maintained in whole or in part in the form of participation by the District in a joint powers agency or other program providing pooled insurance. This insurance may not be maintained in the form of self-insurance.

15.2.2 Property Insurance

District shall at all times from and after District's acceptance of the Project, carry and maintain in force a policy of property insurance for 100% of the insurable replacement value with no coinsurance penalty, on the Site and the Project, together with all improvements thereon, under a standard "all risk" contract insuring against loss or damage. Developer shall be named as additional insureds or co-insureds thereon by way of endorsement. District shall have the right to procure the required insurance through a joint powers agency or to self-insure against such losses or portion thereof as is deemed prudent by District.

16. Indemnification and Defense

16.1 To the fullest extent permitted by California law, Developer shall indemnify, keep and hold harmless the District, the Architect(s) and Construction Manager(s), their respective consultants, separate contractors, board members, officers, representatives, agents, and employees, in both individual and official capacities ("Indemnitees"), against all suits, claims, injury, damages, losses, and expenses ("Claims"), including but not limited to attorney's fees and costs, caused by, arising out of, resulting from, or incidental to the performance of the Work under this Agreement by Developer or its Subcontractors, vendors and/or suppliers. However, Developer's indemnification and hold harmless obligation shall be reduced by the proportion of the Indemnitees' and/or Architect's liability to the extent the Claim(s) is/are caused by the active negligence or willful misconduct of the Indemnitees, and/or defects in design furnished by the Architect, as found by a court or arbitrator of competent jurisdiction. This indemnification and hold harmless obligation of Developer shall not be construed to negate, abridge, or otherwise reduce any right or obligation of indemnity that would otherwise exist or arise as to any Indemnitee or other person described herein. This indemnification and hold harmless obligation includes, but is not limited to, any failure or alleged failure by Developer to comply with any law and/or provision of the Contract Documents in strict accordance with their terms, and without limitation, any failure or alleged failure of Developers obligations regarding any stop

payment notice actions or liens, including Civil Wage and Penalty Assessments and/or Orders by the DIR.

16.2 To the furthest extent permitted by California law, Developer shall also defend Indemnitees, at its own expense, including but not limited to attorneys' fees and costs, against all Claims caused by, arising out of, resulting from, or incidental to the performance of the Work under this Facilities Lease by Developer, its Subcontractors, vendors, or suppliers. However, without impacting Developer's obligation to provide an immediate and ongoing defense of Indemnitees, Developer's defense obligation shall be reduced by the proportion of the Indemnitees' and/or Architect's liability to the extent caused by the active negligence, or willful misconduct of the Indemnitees, and/or defects in design furnished by the Architect, as found by a court or arbitrator of competent jurisdiction. The District shall have the right to accept or reject any legal representation that Developer proposes to defend the Indemnitees. If conflict of interest bars joint representation of Developer and Indemnitees, District shall have the right to select its own counsel, subject to Developer's reasonable right of rejection. If any Indemnitee provides its own defense due to failure to timely respond to tender of defense, rejection of tender of defense, or conflict of interest of proposed counsel, Developer shall reimburse such Indemnitee for any expenditures. Even if the Developer assumes the defense of the District with acceptable counsel, the District, at its sole option, may participate in the defense, at its own expense, with counsel of its own choice without relieving the Developer of any of its obligations hereunder. Developer's defense obligation shall not be construed to negate, abridge, or otherwise reduce any right or obligation of defense that would otherwise exist as to any Indemnitee or other person described herein. Developer's defense obligation includes, but is not limited to, any failure or alleged failure by Developer to comply with any provision of law, any failure or alleged failure to timely and properly fulfill all of its obligations under the Contract Documents in strict accordance with their terms, and without limitation, any failure or alleged failure of Developer's obligations regarding any stop payment notice actions or liens, including Civil Wage and Penalty Assessments and/or Orders by the DIR. Developer shall give prompt notice to the District in the event of any Claim(s).

16.3 Without limitation of the provisions herein, if Developer's obligation to indemnify and hold harmless the Indemnitees or its obligation to defend Indemnitees as provided herein shall be determined to be void or unenforceable, in whole or in part, it is the intention of the Parties that these circumstances shall not otherwise affect the validity or enforceability of Developer's agreement to indemnify, defend, and hold harmless the rest of the Indemnitees, as provided herein. Further, Developer shall be and remain fully liable on its agreements and obligations herein to the fullest extent permitted by law.

16.4 Pursuant to Public Contract Code section 9201, the District shall provide timely notification to Developer of the receipt of any third-party Claim relating to this Agreement. The District shall be entitled to recover its reasonable costs incurred in providing said notification.

16.5 In any and all Claims against any of the Indemnitees by any employee of Developer, any Subcontractor, anyone directly or indirectly employed by any of them or anyone for whose acts any of them may be liable, Developer's indemnification obligation herein shall not be limited in any way by any limitation on the amount or type of damages, compensation, or benefits payable by or for Developer or any

Subcontractor under workers' compensation acts, disability benefit acts, or other employee benefit acts.

16.6 The District may retain so much of the moneys due to Developer as shall be considered necessary, until disposition of any such Claims or until the District, Architect(s) and Construction Manager(s) have received written agreement from Developer that Developer will unconditionally defend the District, the Architect(s) and Construction Manager(s), their respective officers, agents and employees, and pay any damages due by reason of settlement or judgment.

16.7 Developer's defense and indemnification obligations hereunder shall survive the completion of Work, including the warranty/guarantee period, and/or the termination of the Agreement.

17. Eminent Domain

17.1 Total Taking After Project Delivery

If, following delivery of possession of the Project by Developer to District, all of the Project and the Site is taken permanently under the power of eminent domain, the Term shall cease as of the day possession shall be so taken.

17.1.1 The financial interest of Developer shall be limited to the amount of principal payments pursuant to the GMP provisions indicated in **Exhibit C** that are then due or past due together with all remaining and succeeding principal payments pursuant to the GMP provisions indicated in **Exhibit C** for the remainder of the original Term. For example, if all of the Project and the Site is taken at the end of the third year of the Term, Developer shall be entitled to receive from the eminent domain award the sum of all principal payments pursuant to the GMP provisions indicated in **Exhibit C** that would have been owing for the fourth year through the end of the Term had there been no taking.

17.1.2 The balance of the award, if any, shall be paid to the District.

17.2 Total Taking Prior to Project Delivery

If all of the Project and the Site is taken permanently under the power of eminent domain and Developer is still performing the work of the Project and has not yet delivered possession of the Project to District, the Term shall cease as of the day possession shall be so taken. The financial interest of Developer shall be the amount Developer has expended to date for work performed on the Project, subject to documentation reasonably satisfactory to the District.

17.3 Partial Taking

If, following delivery of possession of the Project by Developer to District, less than all of the Project and the Site is taken permanently, or if all of the Project and the Site or any part thereof is taken temporarily, under the power of eminent domain.

17.3.1 This Facilities Lease shall continue in full force and effect and shall not be terminated by virtue of that partial taking and the Parties waive the benefit of any law to the contrary, and

17.3.2 There shall be a partial abatement of any principal payments pursuant to the GMP provisions indicated in **Exhibit C** as a result of the application of the net proceeds of any eminent domain award to the prepayment of those payments hereunder. The Parties agree to negotiate, in good faith, for an equitable split of the net proceeds of any eminent domain award and a corresponding reduction in the payments required pursuant to the GMP provisions indicated in **Exhibit C**.

18. Damage and Destruction

If, following delivery of possession of all or a portion of the Project by Developer to District, the Project is totally or partially destroyed due to fire, acts of vandalism, flood, storm, earthquake, Acts of God, or other casualty beyond the control of either party hereto, the Term shall end and District shall no longer be required to make any payments required pursuant to the GMP provisions indicated in **Exhibit C** that are then due or past due or any remaining and succeeding principal payments pursuant to the GMP provisions indicated in **Exhibit C** for the remainder of the original Term.

19. Abatement

19.1 If, after the Parties have executed the Memorandum of Commencement Date attached hereto as **Exhibit E,** the Project becomes destroyed or damaged beyond repair, the District may determine its use of the Project abated. Thereafter, the District shall have no obligation to make, nor shall Developer have the right to demand, the Lease Payments as indicated in the GMP provisions indicated in **Exhibit C** to this Facilities Lease. The Term shall cease at that time.

19.2 The Parties hereby agree that the net proceeds of the District's rental interruption insurance that the District must maintain during the Term, as required herein, shall constitute a special fund for the payment of the Lease Payments indicated in the GMP provisions indicated in **Exhibit C**.

19.3 The District shall as soon as practicable after such event, apply the net proceeds of its insurance policy intended to cover that loss ("Net Proceeds"), either to:

19.3.1 Repair the Project to full use.

19.3.2 Replace the Project, at the District's sole cost and expense, with property of equal or greater value to the Project immediately prior to the time of the destruction or damage, and that replacement, once completed, shall be substituted in this Facilities Lease by appropriate endorsement; or

19.3.3 Exercise the District's purchase option as indicated in the GMP provisions in **Exhibit C** to this Facilities Lease.

19.4 The District shall notify Developer of which course of action it desires to take within thirty (30) days after the occurrence of the destruction or damage. The Net Proceeds of all insurance payable with respect to the Project shall be available to the District and shall be used to discharge the District's obligations under this Section.

20. Access

20.1 By Developer

Developer shall have the right at all reasonable times to enter upon the Site to construct the Project pursuant to this Facilities Lease. Following the acceptance of the Project by District, Developer may enter the Project at reasonable times with advance notice and arrangement with District for purposes of making any repairs required to be made by Developer.

20.2 By District

The District shall have the right to enter upon the Site at all times. District shall comply with all safety precautions and procedures required by Developer.

21. Assignment, Subleasing

21.1 Assignment and Subleasing by the District

Any assignment or sublease by District shall be subject to all of the following conditions:

21.1.1 This Facilities Lease and the obligation of the District to make the payments required pursuant to the GMP provisions indicated in **Exhibit C** shall remain obligations of the District; and

21.1.2 The District shall, within thirty (30) days after the delivery thereof, furnish or cause to be furnished to Developer a true and complete copy of any assignment or sublease.

21.2 Assignment by Developer

Developer may assign its right, title and interest in this Facilities Lease, in whole or in part to one or more assignees, only after the written consent of District, which District will not unreasonably withhold. No assignment shall be effective against the District unless and until the District has consented in writing. Notwithstanding anything to the contrary contained in this Facilities Lease, no consent from the District shall be required in connection with any assignment by Developer to a lender for purposes of financing the Project as long as there are not additional costs to the District.

22. Termination, Default And Suspension

22.1 Termination; Lease Terminable Only As Set Forth Herein

22.1.1 Except as otherwise expressly provided in this Facilities Lease, this Facilities Lease shall not terminate, nor shall District have any right to terminate this Facilities Lease or be entitled to the abatement of any necessary payments pursuant to the GMP provisions in **Exhibit C** or any reduction thereof. The obligations hereunder of District shall not be otherwise affected by reason of any damage to or destruction of all or any part of the Project; the taking of the Project or any portion thereof by condemnation or otherwise; the prohibition, limitation or restriction of District's use of the Project; the interference with such use by any private person or contractor; the District's acquisition of the

ownership of the Project (other than pursuant to an express provision of this Facilities Lease); any present or future law to the contrary notwithstanding. It is the intention of the Parties hereto that all necessary payments pursuant to the GMP provisions indicated in **Exhibit C** shall continue to be payable in all events, and the obligations of the District hereunder shall continue unaffected unless the requirement to pay or perform the same shall be terminated or modified pursuant to an express provision of this Facilities Lease.

22.1.2 Nothing contained herein shall be deemed a waiver by the District of any rights that it may have to bring a separate action with respect to any Event of Default by Developer hereunder or under any other agreement to recover the costs and expenses associated with that action. The District covenants and agrees that it will remain obligated under this Facilities Lease in accordance with its terms.

22.1.3 Following completion of the Project, the District will not take any action to terminate, rescind or avoid this Facilities Lease, notwithstanding the bankruptcy, insolvency, reorganization, composition, readjustment, liquidation, dissolution, winding-up or other proceeding affecting Developer or any assignee of Developer in any such proceeding, and notwithstanding any action with respect to this Facilities Lease which may be taken by any trustee or receiver of Developer or of any assignee of Developer in any such proceeding or by any court in any such proceeding. Following completion of the Project, except as otherwise expressly provided in this Facilities Lease, District waives all rights now or hereafter conferred by law to quit, terminate or surrender this Facilities Lease or the Project or any part thereof.

22.1.4 District acknowledges that Developer may assign an interest in some or all of the necessary payments pursuant to the GMP provisions indicated in **Exhibit C** to a lender in order to obtain financing for the cost of constructing the Project and that the lender may rely on the foregoing covenants and provisions in connection with such financing.

22.2 District's Request for Assurances

If District at any time reasonably believes Developer is or may be in default under this Agreement, District may in its sole discretion notify Developer of this fact and request written assurances from Developer of performance of Work and a written plan from Developer to remedy any potential default under the terms of this Agreement that the District may advise Developer of in writing. Developer shall, within ten (10) calendar days of District's request, deliver a written cure plan that meets the District's requirements in its request for assurances. Developer's failure to provide such written assurances of performance and the required written plan, within ten (10) calendar days of request, will constitute a material breach of this Agreement sufficient to justify termination for cause.

22.3 District's Right to Terminate Developer for Cause

22.3.1 Grounds for Termination

The District, in its sole discretion, without prejudice to any other right or remedy, may terminate the Site Lease and Facilities Lease and/or terminate

Developer's right to perform the work of the Facilities Lease based upon any of the following:

22.3.1.1 Developer refuses or fails to execute the Work or any separable part thereof; or

22.3.1.2 Developer fails to complete said Work within the time specified or any extension thereof; or

22.3.1.3 Developer persistently fails or refuses to perform Work or provide material of sufficient quality as to be in compliance with the Facilities Lease; or

22.3.1.4 Prior to completion of the Project, Developer is adjudged a bankrupt, files a petition for relief as a debtor, or a petition is filed against Developer without its consent, and the petition not dismissed within sixty (60) days; or

22.3.1.5 Prior to the completion of the Project, Developer makes a general assignment for the benefit of its creditors, or a receiver is appointed on account of its insolvency; or

22.3.1.6 Developer persistently or repeatedly refuses and/or fails, except in cases for which extension of time is provided, to supply enough properly skilled workers or proper materials to complete the Work in the time specified; or

22.3.1.7 Developer fails to make prompt payment to Subcontractors, or for material, or for labor; or

22.3.1.8 Developer persistently disregards laws, or ordinances, or instructions of District as indicated in **Exhibit D**, or otherwise in violation of **Exhibit D**; or

22.3.1.9 Developer fails to supply labor, including that of Subcontractors, that is sufficient to prosecute the Work or that can work in harmony with all other elements of labor employed or to be employed on the Work; or

22.3.1.10 Developer or its Subcontractor(s) is/are otherwise in breach, default, or in substantial violation of any provision of this Facilities Lease, including but not limited to a lapse in licensing or registration.

22.3.2 Notification of Termination

22.3.2.1 Upon the occurrence at District's sole determination of any of the above conditions, or upon Developer's failure to perform any material covenant, condition or agreement in this Facilities Lease, District may, without prejudice to any other right or remedy, serve written notice upon Developer and its Surety of District's termination of this Facilities Lease and/or Developer's right to

perform the Work of this Facilities Lease. This notice will contain the reasons for termination.

22.3.2.2 Unless, within fifteen (15) days after the service of the notice, any and all condition(s) shall cease, and any and all violation(s) shall cease, or arrangement satisfactory to District for the correction of the condition(s) and/or violation(s) be made, this Facilities Lease and the Site Lease shall cease and terminate; provided, however, if the failure stated in the notice cannot be corrected within fifteen (15) days after the service of notice, District may consent to an extension of time, provided Developer instituted and diligently pursued corrective action within the applicable fifteen (15)-day period and until the violation is corrected. Upon District determination, Developer shall not be entitled to receive any further payment until the entire Work is finished.

22.3.2.3 Upon Termination, District may immediately serve written notice of tender upon Surety whereby Surety shall have the right to take over and perform this Facilities Lease only if Surety:

22.3.2.3.1 Within three (3) days after service upon it of the notice of tender, gives District written notice of Surety's intention to take over and perform this Facilities Lease; and

22.3.2.3.2 Commences performance of this Facilities Lease within three (3) days from date of serving of its notice to District.

22.3.2.4 Surety shall not utilize Developer in completing the Project if the District notifies Surety of the District's objection to Developer's further participation in the completion of the Project. Surety expressly agrees that any developer which Surety proposes to fulfill Surety's obligations is subject to District's approval.

22.3.2.5 If Surety fails to notify District or begin performance as indicated herein, District may take over the Work and execute the Work to completion by any method it may deem advisable at the expense of Developer and/or its Surety. Developer and its Surety shall be liable to District for any excess cost or other damages the District incurs thereby. Time is of the essence in this Facilities Lease. If the District takes over the Work as herein provided, District may, without liability for so doing, take possession of and utilize in completing the Work all materials, appliances, plan, and other property belonging to Developer as may be on the Site of the Work, in bonded storage, or previously paid for.

22.3.2.6 In the alternative, the District shall have the right (but shall have no obligation) to assume and/or assign to a general contractor or construction manager or other third party who is qualified and has sufficient resources to complete the Work, the rights of the Developer under its subcontracts with any or all Subcontractors. In the event of an assumption or assignment by

the District, no Subcontractor shall have any claim against the District or third party for Work performed by Subcontractor or other matters arising prior to termination of the Facilities Lease. The District or any third party, as the case may be, shall be liable only for obligations to the Subcontractor arising after assumption or assignment. Should the District so elect, the Developer shall execute and deliver all documents and take all steps, including the legal assignment of its contractual rights, as the District may require, for the purpose of fully vesting in the District the rights and benefits of its Subcontractor under Subcontracts or other obligations or commitments. All payments due the Developer hereunder shall be subject to a right of offset by the District for expenses and damages suffered by the District as a result of any default, acts, or omissions of the Developer. Developer must include this assignment provision in all of its contracts with its Subcontractors.

22.3.3 In the event of a termination for cause, if the expense to the District to finish the Work exceeds the unpaid Guaranteed Maximum Price, Developer and Surety shall pay difference to District within twenty-one (21) days of District's request. District may apply any amounts otherwise due to Developer to this difference.

22.3.4 In the event that a termination for cause is determined to have not been for cause, the termination shall be deemed to have been a termination for convenience effective as of the same date as the purported termination for cause

22.4 Termination of Developer for Convenience

22.4.1 District in its sole discretion may terminate the Facilities Lease in whole or in part upon three (3) days written notice to Developer.

22.4.2 Upon notice, Developer shall:

22.4.2.1 Cease operations as directed by the District in the notice;

22.4.2.2 Take necessary actions for the protection and preservation of the Work as soon as possible; and

22.4.2.3 Terminate all existing subcontracts and purchase orders and enter into no further subcontracts and purchase orders.

22.4.3 Within 30 days of the notice, Developer shall submit to the District a payment application for the actual cost for labor, materials, and services performed, including all Developer's and Subcontractor(s)' mobilization and/or demobilization costs, that is unpaid. Developer shall have no claims against the District except for the actual cost for labor, materials, and services performed that adequately documented through timesheets, invoices, receipts, or otherwise. District shall pay all undisputed invoice(s) for work performed until the notice of termination.

22.4.4 If Developer objects to the termination for convenience, including disagreement on the actual cost, the District retains the right to all the options available to the District under a termination for cause.

22.5 Effect of Termination

22.5.1 If District terminates the Site Lease and the Facilities Lease pursuant to this section, the Site and any improvements built upon the Site shall vest in District upon termination of the Site Lease and Facilities Lease, and District shall thereafter be required to pay only the principal amounts then due and owing pursuant to the GMP provisions indicated in **Exhibit C**, less any damages incurred by District due to Developer's default, acts, or omissions.

22.5.2 The District shall retain all rights it possesses pursuant to this Facilities Lease including, without limitation.

22.5.2.1 The right to assess liquidated damages due because of any project delay; and

22.5.2.2 All rights the District holds to demand performance pursuant to Developer's required performance bond.

22.5.3 Developer shall, only if ordered to do so by the District, immediately remove from the Site all or any materials and personal property belonging to Developer that have not been incorporated in the construction of the Work, or which are not in place in the Work. The District retains the right, but not the obligation, to keep and use any materials and personal property belonging to Developer that have not been incorporated in the construction of the Work, or which are not in place in the Work. Developer and its Surety shall be liable upon the performance bond for all damages caused the District by reason of Developer's failure to complete the Work under this Facilities Lease.

22.5.4 In the event that the District shall perform any portion of, or the whole of the Work, pursuant to the provisions of the General Conditions, the District shall not be liable nor account to Developer in any way for the time within which, or the manner in which, the Work is performed by the District or for any changes the District may make in the Work or for the money expended by the District in satisfying claims and/or suits and/or other obligations in connection with the Work.

22.5.5 In the event that the Site Lease and Facilities Lease are terminated for any reason, no allowances or compensation will be granted for the loss of any anticipated profit by Developer or any impact or impairment of Developer's bonding capacity.

22.5.6 All payments due Developer hereunder shall be subject to a right of offset by the District for expenses, damages, losses, costs, claims, or reimbursements suffered by, or due to, the District as a result of any default, acts, or omissions of Developer.

22.5.7 The foregoing provisions are in addition to and not in limitation of any other rights or remedies available to District.

22.6 Developer Remedies Upon District Default

22.6.1 Events of Default by District Defined

The following shall be "Events of Default" of the District under this Facilities Lease. The terms "Event of Default" and "Default," whenever they are used as to the District in the Site Lease or this Facilities Lease, shall only mean one or more of the following events:

22.6.1.1 Failure by the District to pay payments required pursuant to the GMP provisions in **Exhibit C**, and the continuation of this failure for a period of forty-five (45) days.

22.6.1.2 Failure by the District to perform any material covenant, condition or agreement in this Facilities Lease and that failure continues for a period of forty-five (45) days after Developer provides District with written notice specifying that failure and requesting that the failure be remedied; provided, however, if the failure stated in the notice cannot be corrected within the applicable period, Developer shall not withhold its consent to an extension of time if corrective action is instituted by the District within the applicable period and diligently pursued until the default is corrected.

22.6.2 Remedies on District's Default

If there has been an Event of Default on the District's part, Developer may exercise any and all remedies granted pursuant to this Facilities Lease; provided, however, there shall be no right under any circumstances to accelerate any of the payments required pursuant to the GMP provisions in **Exhibit C** or otherwise declare those payments not then past due to be immediately due and payable.

22.6.2.1 Developer may rescind its leaseback of the Project to the District under this Facilities Lease and re-rent the Project and Site to another lessee for the remaining Term for no less than the fair market value for leasing the Project and Site, which shall be:

22.6.2.1.1 An amount determined by a mutually-agreed upon appraiser; or

22.6.2.1.2 If an appraiser cannot be agreed to, an amount equal to the mean between a District appraisal and a Developer appraisal for the Project and Site, both prepared by MAI-certified appraisers.

22.6.2.2 District's obligation to make the payments required pursuant to the GMP provisions indicated in **Exhibit C** shall be:

22.6.2.2.1 Increased by the amount of costs, expenses, and damages incurred by Developer in re-renting the Project and Site; and

22.6.2.2.2 Decreased by the amount of rent Developer receives in re-letting the Project and Site.

22.6.2.3 District agrees that the terms of this Facilities Lease constitute full and sufficient notice of the right of Developer to re-rent the Project and Site in the Event of Default without effecting a surrender of this Facilities Lease, and further agrees that no acts of Developer in re-renting as permitted herein shall constitute a surrender or termination of this Facilities Lease, but that, on the contrary, in the event of an Event of Default by the District the right to re-rent the Project and Site shall vest in Developer as indicated herein.

22.6.3 District's Continuing Obligation

Unless there has been damage, destruction, a Taking, or Developer has acted, failed to act, or is in default as indicated above providing District with the right to terminate for cause, the District shall continue to remain liable for the payments required pursuant to the GMP provisions in **Exhibit C** and those amounts shall be payable to Developer at the time and in the manner therein provided.

22.6.4 No Remedy Exclusive

No remedy herein conferred upon or reserved to Developer is intended to be exclusive and every such remedy shall be cumulative and shall be in addition to every other remedy given under this Facilities Lease or now or hereafter existing at law or in equity. No delay or omission to exercise any right or power accruing upon any Default shall impair any such right or power or shall be construed to be a waiver thereof, but any such right and power may be exercised from time to time and as often as may be deemed expedient. In order to entitle Developer to exercise any remedy reserved to it in this article, it shall not be necessary to give any notice, other than such notice as may be required in this Article or by law.

22.7 Emergency Termination Pursuant to Public Contracts Act of 1949

22.7.1 This Facilities Lease is subject to termination as provided by sections 4410 and 4411 of the Government Code of the State of California, being a portion of the Emergency Termination of Public Contracts Act of 1949.

22.7.1.1 Section 4410 of the Government Code states:

In the event a national emergency occurs, and public work, being performed by contract, is stopped, directly or indirectly, because of the freezing or diversion of materials, equipment or labor, as the result of an order or a proclamation of the President of the United States, or of an order of any federal authority, and the circumstances or conditions are such that it is impracticable within a reasonable time to proceed with a substantial portion of the work, then the

public agency and the contractor may, by written agreement, terminate said contract.

22.7.1.2 Section 4411 of the Government Code states:

Such an agreement shall include the terms and conditions of the termination of the contract and provision for the payment of compensation or money, if any, which either party shall pay to the other or any other person, under the facts and circumstances in the case.

22.7.2 Compensation to Developer shall be determined at the sole discretion of District on the basis of the reasonable value of the Work done, including preparatory work. As an exception to the foregoing and at the District's discretion, in the case of any fully completed separate item or portion of the Work for which there is a separate previously submitted unit price or item on the accepted schedule of values, that price may control. The District, at its sole discretion, may adopt the Schedule of Values Price as the value of the work done or any portion thereof.

22.8 Suspension of Work

22.8.1 District in its sole discretion may suspend, delay or interrupt the Work in whole or in part for such period of time as the District may determine upon three (3) days written notice to Developer.

22.8.1.1 An adjustment may be made for changes in the cost of performance of the Work caused by any suspension, delay or interruption. No adjustment shall be made to the extent:

22.8.1.1.1 That performance is, was or would have been so suspended, delayed or interrupted by another cause for which Developer is responsible; or

22.8.1.1.2 That an equitable adjustment is made or denied under another provision of the Site Lease or the Facilities Lease; or

22.8.1.1.3 That the suspension of Work was the direct or indirect result of Developer's failure to perform any of its obligations hereunder.

22.8.1.1.4 The delay could not have been avoided or mitigated by Developer's reasonable diligence.

22.8.1.2 Any adjustments in cost of performance may have a fixed or percentage fee as provided in the section on Format for Proposed Change Order in **Exhibit D**. This amount shall be full compensation for all Developer's and its Subcontractor(s)' changes in the cost of performance of the Facilities Lease caused by any such suspension, delay or interruption.

23. Limitation of District Liability

District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event shall District be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, lost bonding capacity, arising out of or in connection with this Contract for the services performed in connection with this Agreement.

24. Notices

All notices, certificates or other communications hereunder shall be sufficiently given and shall be deemed to have been received five (5) days after deposit in the United States mail in registered or certified form with postage fully prepaid or one (1) business day after deposit with an overnight delivery service with proof of actual delivery:

If to District:

Cabrillo Unified School District
498 Kelly Avenue
Half Moon Bay, CA 94019
ATTN: Superintendent

If to Developer:

Rodan Builders, Inc.
3486 Investment Boulevard, Suite B
Hayward, CA 94545
ATTN: Dan Oliver, CEO

With a copy to:

Dannis Woliver Kelley
200 California Street #400
San Francisco, CA 94111
ATTN: Deidree Sakai, Esq.

Developer and District, by notice given hereunder, may designate different addresses to which subsequent notices, certificates or other communications will be sent.

25. Binding Effect

This Facilities Lease shall inure to the benefit of and shall be binding upon Developer and District and their respective successors, transferees and assigns.

26. No Additional Waiver Implied by One Waiver

In the event any agreement contained in this Facilities Lease should be breached by either party and thereafter waived by the other party, such waiver shall be limited to the particular breach so waived and shall not be deemed to waive any other breach hereunder.

27. Severability

In the event any provision of this Facilities Lease shall be held invalid or unenforceable by any court of competent jurisdiction, that holding shall not invalidate or render unenforceable any other provision hereof, unless elimination of the invalid provision materially alters the rights and obligations embodied in this Facilities Lease or the Site Lease.

28. Amendments, Changes and Modifications

Except as to the termination rights of both Parties as indicated herein, this Facilities Lease may not be amended, changed, modified, altered or terminated without the written agreement of both Parties hereto.

29. Net-Net-Net Lease

This Facilities Lease shall be deemed and construed to be a "net-net-net lease" and the District hereby agrees that all payments it makes pursuant to the GMP provisions in **Exhibit C** shall be an absolute net return to Developer, free and clear of any expenses, charges or set-offs.

30. Execution in Counterparts

This Facilities Lease may be executed in several counterparts, each of which shall be an original and all of which shall constitute one and the same instrument.

31. Developer and District Representatives

Whenever under the provisions of this Facilities Lease the approval of Developer or the District is required, or Developer or the District is required to take some action at the request of the other, the approval or request shall be given for Developer by Developer's Representative and for the District by the District's Representative, and any party hereto shall be authorized to rely upon any such approval or request.

32. Applicable Law; Venue

This Facilities Lease shall be governed by and construed in accordance with the laws of the State of California, and venued in the County within which the Site is located.

33. Attorney's Fees

If either party brings an action or proceeding involving the Property or to enforce the terms of this Facilities Lease or to declare rights hereunder, each party shall bear the cost of its own attorneys' fees.

34. Captions

The captions or headings in this Facilities Lease are for convenience only and in no way define, limit or describe the scope or intent of any provisions or sections of this Facilities Lease.

35. Prior Agreements

This Facilities Lease and the corresponding Site Lease collectively contain all of the agreements of the Parties hereto with respect to any matter covered or mentioned in this Facilities Lease and no prior agreements or understanding pertaining to any matter shall be effective for any purpose.

36. Further Assurances

Parties shall promptly execute and deliver all documents and instruments reasonably requested to give effect to the provisions of this Facilities Lease.

37. Recitals and Exhibits Incorporated

The Recitals set forth at the beginning of this Facilities Lease and the attached Exhibits are hereby incorporated into its terms and provisions by this reference.

38. Time of the Essence

Time is of the essence with respect to each of the terms, covenants, and conditions of this Facilities Lease.

39. Interpretation

None of the Parties hereto, nor their respective counsel, shall be deemed the drafters of this Facilities Lease for purposes of construing the provisions thereof. The language in all parts of this Facilities Lease shall in all cases be construed according to its fair meaning, not strictly for or against any of the Parties hereto.

IN WITNESS WHEREOF, the Parties have caused this Facilities Lease to be executed by their respective officers who are duly authorized, as of the Effective Date.

ACCEPTED AND AGREED on the date indicated below:

Dated: _____, 2024	Dated: June 5, 2024
Cabrillo Unified School District	Rodan Builders, Inc. [redacted]
By: _____	By: [redacted]
Name: _____	Name: Gary Chen
Title: _____	Title: Secretary

EXHIBIT A

LEGAL DESCRIPTION OF SITE

Attached is the Legal Description for:

El Granada Elementary School Modernization Phase 2 Project
400 Santiago Avenue
Half Moon Bay, CA 94019
APN: 047-330-020

BEGINNING AT THE SOUTHERLY CORNER OF THE LANDS DESCRIBED IN SAID GRANT DEED, SAID POINT BEING ON THE NORTHERLY RIGHT OF WAY LINE OF CABRILLO HIGHWAY; THENCE ALONG SAID RIGHT OF WAY LINE, NORTH 62°52'24" WEST, 556.95 FEET TO THE TRUE POINT OF BEGINNING OF THIS DESCRIPTION; THENCE CONTINUING ALONG SAID RIGHT OF WAY LINE, NORTH 62°52'24" WEST, 39.01 FEET; THENCE LEAVING SAID RIGHT OF WAY LINE, NORTH 42°53'46" WEST, 133.23 FEET TO THE BEGINNING OF A TANGENT CURVE TO THE LEFT; THENCE ALONG SAID CURVE HAVING A RADIUS OF 99.00 FEET, THROUGH A CENTRAL ANGLE OF 39°41'04", FOR AN ARC LENGTH OF 68.57 FEET; THENCE NORTH 82°34'50" WEST, 135.45 FEET TO SAID NORTHERLY RIGHT OF WAY LINE; THENCE ALONG SAID RIGHT OF WAY LINE, NORTH 62°52'24" WEST, 37.36 FEET TO THE BEGINNING OF A NON-TANGENT CURVE CONCAVE SOUTHERLY, WHOSE RADIUS POINT BEARS SOUTH 38°24'54" EAST; THENCE LEAVING SAID RIGHT OF WAY LINE, EASTERLY ALONG SAID CURVE HAVING A RADIUS OF 31.00 FEET, THROUGH A CENTRAL ANGLE OF 45°50'04", FOR AN ARC LENGTH OF 24.80 FEET; THENCE SOUTH 82°34'50"EAST, 148.38 FEET TO THE BEGINNING OF A TANGENT CURVE TO THE RIGHT; THENCE ALONG SAID CURVE HAVING A RADIUS OF 121.00 FEET, THROUGH A CENTRAL ANGLE OF 12°08'27", FOR AN ARC LENGTH OF 25.64 FEET; THENCE NORTH 26°31'53" EAST, 5.05 FEET; THENCE NORTH 89°09'37" EAST, 36.40 FEET.

EXHIBIT B

DESCRIPTION OF PROJECT

Attached is a map or diagram of the Site that is subject to this Facilities Lease and upon which Developer will construct the Project.

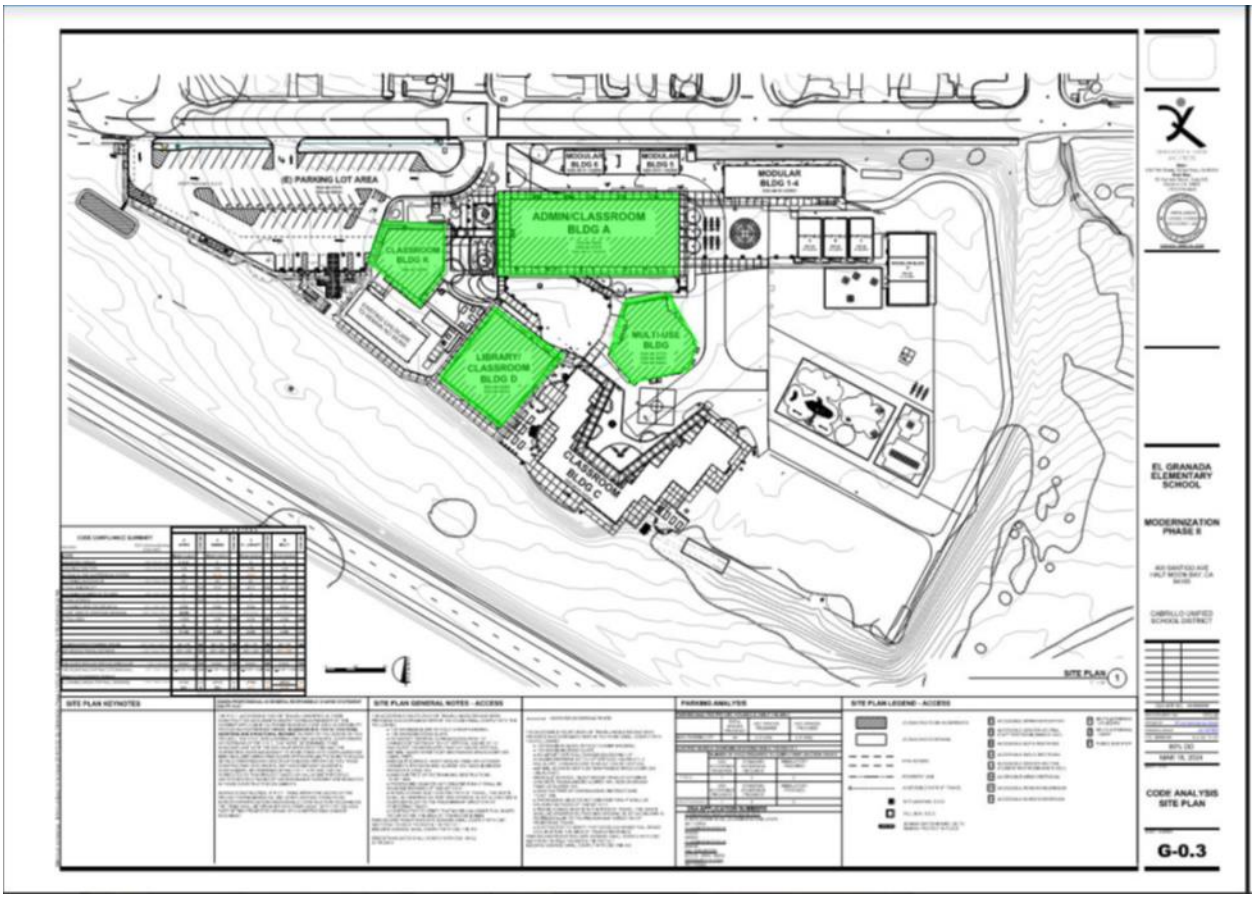


EXHIBIT C

GUARANTEED MAXIMUM PRICE AND OTHER PROJECT COST, FUNDING, AND PAYMENT PROVISIONS

Attached are the terms and provisions related to Site Lease payments, the Facilities Lease, the Guaranteed Maximum Price and other related cost, funding, and payment provisions.

EXHIBIT C

GUARANTEED MAXIMUM PRICE AND OTHER PROJECT COST, FUNDING, AND PAYMENT PROVISIONS

1. Site Lease Payments

As indicated in the Site Lease, Developer shall pay One Dollar ($1.00) to the District as consideration for the Site Lease.

2. Guaranteed Maximum Price

Pursuant to the Facilities Lease, Developer will cause the Project to be constructed for Eighteen Million, Sixty-Two Thousand, Nine Hundred Two Dollars ($18,062,902) ("Guaranteed Maximum Price"). The Guaranteed Maximum Price shall include the preconstruction fees and costs and Allowances and Contingency, if any.

2.1 Cost of the Work

The term Cost of the Work shall mean the costs necessarily incurred in the proper performance of the Work contemplated by the Contract Documents. Such costs shall be at rates no higher than the standard paid at the place of the Project except with the prior consent of the District. The Cost of the Work shall include only the items set forth in this Section 2 and approved by the District.

2.1.1 General Conditions

The General Conditions as set forth in **Attachment 1** hereto shall be included in a progress billing as incurred. Said rates shall include all costs for labor, equipment and materials for the items identified therein which are necessary for the proper management of the Project, and shall include all costs paid or incurred by Developer for insurance, permits, taxes, and all contributions, assessments and benefits, holidays, vacations, retirement benefits, incentives to the extent contemplated in **Attachment 1**, whether required by law or collective bargaining agreements or otherwise paid or provided by Developer to its employees. The District reserves the right to request changes to the personnel, equipment, or facilities provided as General Conditions as may be necessary or appropriate for the proper management of the Project, in which case, the District shall be entitled to a reduction in the cost of General Conditions based on the rates set forth in **Attachment 1**.

2.1.2 Subcontract Costs

Payments made by the Developer to Subcontractors (inclusive of the Subcontractor's bonding, if required, and insurance costs, which shall be included in the subcontract amount), which payments shall be made in accordance with the requirements of the Contract Documents.

2.1.3 Developer-Performed Work

Costs incurred by Developer for self-performed work at the direction of District or with the District's prior approval, as follows:

2.1.3.1 Actual costs to Developer of wages of construction workers, excluding all salaried and/or administrative personnel, directly employed by Developer to perform the construction of the Work at the site.

2.1.3.2 Wages or salaries and customary benefits, such as sick leave, medical and health benefits, holidays, vacations, incentive programs, and pension plans of Developer's field supervisory, safety and administrative personnel when stationed at the site or stationed at Developer's principal office, only for that portion of their time required for the Work.

2.1.3.3 Wages and salaries and customary benefits, such as sick leave, medical and health benefits, holidays, vacations, incentive programs and pension plans of Developer's supervisory or administrative personnel engaged at factories, workshops or on the road, in expediting the production or transportation of materials or equipment required for the Work, but only for that portion of their time required for the Work.

2.1.3.4 Costs paid or incurred by Developer for taxes, insurance, contributions, assessments required by law or collective bargaining agreements and for personnel not covered by such agreements, and for customary benefits such as sick leave, medical and health benefits, holidays, vacations and pensions, provided such costs are based on wages and salaries included in the Cost of the Work under Subparagraphs 2.1.3.1 through 2.1.3.3.

2.1.3.5 Costs, including transportation and storage, of materials and equipment incorporated in the completed construction, including costs of materials in excess of those actually installed to allow for reasonable waste and spoilage. Unused excess materials, if any, shall become the District's property at the completion of the Work or, at the District's option, shall be sold by Developer. Any amounts realized from such sales shall be credited to the District as a deduction from the Cost of the Work.

2.1.3.6 Costs, including transportation and storage, installation, maintenance, dismantling and removal of materials, supplies, machinery and equipment not customarily owned by construction workers, that are provided by Developer at the site and fully consumed in the performance of the Work; and cost (less salvage value) of such items if not fully consumed, whether sold to others or retained by Developer. Cost for items previously used by Developer shall mean fair market value.

2.1.3.7 Rental charges for temporary facilities, machinery, equipment, vehicles and vehicle expenses, and hand tools not customarily owned by construction workers that are provided by Developer at the site, whether rented from Developer or others, and the costs of transportation, installation, minor repairs and replacements, dismantling and removal thereof and costs of Developer's Project field office, overhead and general expenses including office supplies, parking, office equipment, and software, with the exception for Procore software.

Rates and quantities of equipment rented shall be subject to the District's prior approval.

2.1.3.7.1 For Procore software required under this Facilities Lease, that fee, which shall be calculated at a rate of seventeen-hundredths percent (0.17%) Cost of the Work.

2.1.3.8 Costs of removal of debris from the site, daily clean-up costs and dumpster charges not otherwise included in the cost of the subcontracts which exceeds the clean-up provided under the General Conditions.

2.1.3.9 Costs of that portion of the reasonable travel, parking and subsistence expenses of Developer's personnel incurred while traveling and discharging duties connected with the Work.

2.1.3.10 Costs of materials and equipment suitably stored off the site at a mutually acceptable location, if approved in advance by the District.

2.1.4 Allowances

Because it is impossible at the time of execution of the Facilities Lease to determine the exact cost of performing certain tasks, the Cost of the Work shall include the following Allowances for the Tasks/Work as noted here:

Task/Work	**Allowance Amount**
DSA changes	$150,000
Canopy	$242,550
Total Allowance Amount	**$392,550**

The Allowance Value for an Allowance Item includes the direct cost of labor, materials, equipment, transportation, taxes and insurance associated with the applicable Allowance Item. All other costs, including design fees, Developer's overall project management and general conditions costs, overhead and fee, are deemed to be included in the original Guaranteed Maximum Price, and are not subject to adjustment regardless of the actual amount of the Allowance Item.

The District shall have sole discretion to authorize all expenditures from the Allowances. The District shall process expenditures from the Allowances in the form of an Allowance Expenditure Directive ("AED"). The Allowances are included in the Guaranteed Maximum Price. Any unused Allowance or unused portion thereof shall be deducted from the Cost of the Work pursuant to **Exhibit D** to this Facilities Lease to the benefit of the District.

Except when noted as "not-to-exceed," whenever costs are more than the Allowance, the amount covered by the Allowance will be approved at cost. The Guaranteed Maximum Price shall be adjusted by Change Order for amounts in excess of the Allowance.

2.1.5 Miscellaneous Costs

2.1.5.1 Where not included in the General Conditions, and with the prior approval of District, costs of document reproductions (photocopying and blueprinting expenses), long distance telephone call charges, postage, overnight and parcel delivery charges, telephone costs including cellular telephone charges, facsimile or other communication service at the Project site, job photos and progress schedules, and reasonable petty cash expenses of the site office. Developer shall consult with District to determine whether District has any vendor relationships that could reduce the cost of these items and use such vendors whenever possible.

2.1.5.2 Sales, use, gross receipts, local business and similar taxes imposed by a governmental authority that are related to the Work.

2.1.5.3 Fees and assessments for permits, plan checks, licenses and inspections for which Developer is required by the Contract Documents to pay including, but not limited to, permanent utility connection charges, street use permit, street use rental, OSHA permit and sidewalk use permit and fees.

2.1.5.4 Fees of laboratories for tests required by the Contract Documents.

2.1.5.5 Deposits lost for causes other than Developer's or its subcontractors' negligence or failure to fulfill a specific responsibility to the District as set forth in the Contract Documents.

2.1.5.6 Expenses incurred in accordance with Developer's standard personnel policy for relocation and temporary living allowances of personnel required for the Work if approved in advance by District.

2.1.5.7 Where requested by District, costs or expenses incurred by Developer in performing design services for the design-build systems.

2.1.5.8 Other costs incurred in the performance of the Work if, and to the extent, approved in advance by District.

2.1.5.9 Costs due to emergencies incurred in taking action to prevent threatened damage, injury or loss in case of an emergency affecting the safety of persons and/or property.

2.1.5.10 Provided all other eligible costs have been deducted from the contingency and as part of the calculation of amounts due Developer for Final Payment, costs of repairing and correcting damaged or non-conforming Work executed by Developer, Subcontractors or suppliers, providing that such damage or non-conforming Work was not caused by negligence or failure to fulfill a specific responsibility of Developer and only to the extent that the cost of repair or correction is not recovered by Developer from insurance, sureties, Subcontractors or suppliers.

2.1.6 Excluded Costs

The following items are considered general overhead items and shall not be billed to the District:

2.1.6.1 Salaries and other compensation of Developer's personnel stationed at Developer's principal office or offices other than the Project Field Office, except as specifically provided in Subparagraphs 2.1.3.2. and 2.1.3.4.

2.1.6.2 Expenses of Developer's principal office and offices other than the Project Field Office.

2.1.6.3 Overhead and general expenses, except as may be expressly included in this Section 2.

2.1.6.4 Developer's capital expenses, including interest on Developer's capital employed for the Work.

2.1.6.5 Costs that would cause the Guaranteed Maximum Price (as adjusted by Change Order) to be exceeded.

2.1.7 Developer's Fee

Three and one-fourth percent (3.25%) of the Cost of the Work as described in Sections 2.1.1, 2.1.2, 2.1.3, 2.1.4 and 2.1.5.

2.1.8 Bonds and Insurance

For insurance and bonds required under this Facilities Lease (exclusive of those required by Subcontractors, which costs are included in the subcontract amounts), that portion of insurance and bond premiums which are directly attributable to this Contract, which shall be calculated at a rate of two and sixty-five-hundredths percent (2.65%) Cost of the Work for payment and performance bonds and general liability and Builders Risk insurance.

2.1.9 Contingency

2.1.9.1 The Guaranteed Maximum Price includes a Contractor Contingency of one percent (1%) of the Cost of the Work as described in Section 2.1.1, 2.1.2, and 2.1.3 for potential additional construction costs for unforeseen conditions that occur over the course of construction and/or scope gaps between the subcontract categories of the Work.

2.1.9.1.1 The Contractor Contingency is not intended for such things as design revisions or additional scope.

2.1.9.1.2 The Contractor Contingency shall not be used without the agreement of the District.

2.1.9.1.3 The unused portion of the Contractor Contingency shall be considered as cost savings and retained by the District at the end of the Project.

2.1.9.2 The Guaranteed Maximum Price includes a District Contingency of seven percent (7%) of the Cost of the Work as described in Section 2.1.1, 2.1.2, and 2.1.3 for potential additional construction costs for unforeseen conditions, design and/or additional scope requests by the District.

2.1.9.2.1 The District Contingency shall not be used without the agreement of the District.

2.1.9.2.2 The unused portion of the District Contingency shall be considered as cost savings and retained by the District at the end of the Project.

2.2 The Guaranteed Maximum Price will consist of the amounts to be identified in **Attachment 2** to this **Exhibit C**. Except as indicated herein for modifications to the Project approved by the District, Developer will not seek additional compensation from District in excess of Guaranteed Maximum Price. District shall pay the Guaranteed Maximum Price to Developer in the form of Tenant Improvement Payments and Lease Payments as indicated herein.

2.3 Total Payment

In no event shall the cumulative total of the Tenant Improvement Payments and the Loan Amount for the Lease Payments ever exceed the Guaranteed Maximum Price to be defined, as may be modified pursuant to **Exhibit D** to the Facilities Lease.

2.4 Changes to Guaranteed Maximum Price

2.4.1 The Parties acknowledge that the Guaranteed Maximum Price is based on the Construction Documents, including the plans and specifications, as identified in **Exhibit D** to the Facilities Lease.

2.4.2 As indicated in the Facilities Lease, the Parties may add to or remove from the project specific scopes of work. Based on these change(s), the Parties may agree to a reduction or increase in the Guaranteed Maximum Price. If a cost impact of a change is agreed to by the Parties, it shall be paid upon the payment request from Developer for the work that is the subject of the change in accordance with the provisions of **Exhibit D**. The amount of any change to the Guaranteed Maximum Price shall be calculated in accordance with the provisions of **Exhibit D** to this Facilities Lease.

2.4.3 The Parties agree to reduce the Guaranteed Maximum Price for the unused portion of Allowances and/or Contingency, if any.

2.4.4 Cost Savings

Developer shall work cooperatively with Architect, Construction Manager, subcontractors and District, in good faith, to identify appropriate opportunities to reduce the Project costs and promote cost savings. Any identified cost

savings from the Guaranteed Maximum Price shall be identified by Developer and approved in writing by the District. In the event Developer realizes a savings on any aspect of the Project, such savings shall be added to the Contingency and expended consistent with the Contingency. In addition, any portion of Allowance remaining after completion of the Project shall be added to the Contingency. If any cost savings require revisions to the Construction Documents, Developer shall work with the District and Architect with respect to revising the Construction Documents and, if necessary, obtaining the approval of DSA with respect to those revisions. Developer shall be entitled to an adjustment of Contract Time for delay in completion caused by any cost savings adopted by District pursuant to **Exhibit D**, if requested in writing before the approval of the cost savings.

2.4.5 If the District exercises its Purchase Option pursuant to this **Exhibit C**, any reduction in the Guaranteed Maximum Price resulting from that exercise of the Purchase Option, if any, shall be retained in full by the District and shall not be shared with Developer.

3. Tenant Improvement Payments

Prior to the District's taking delivery or occupancy of the Project, the District shall pay to Developer an amount equal to the Guaranteed Maximum Price as modified pursuant to the terms of the Facilities Lease, including **Exhibit C** and **Exhibit D**, less the Loan Amount for the Lease Payments ("Tenant Improvement Payments"). The District shall withhold an amount equal to one-third (1/3) of the Loan Amount as indicated in **Attachment 3** to **Exhibit C** from the last three (3) payments to Developer for its Work on the Project. Otherwise, the Tenant Improvement Payments will be processed based on the amount of Work performed according to Developer's Schedule of Values (**Exhibit G** to the Facilities Lease) and pursuant to the provisions in **Exhibit D** to the Facilities Lease, including withholding for or escrow of retention of five percent (5%) of the Guaranteed Maximum Price. The withholding for the Loan Amount shall be separate from and in addition to withholding for or escrow of retention.

4. Lease Payments

Upon execution of the Memorandum of Commencement Date, the form of which is attached to the Facilities Lease as **Exhibit E**, the District shall commence making lease payments to Developer in accordance with the Schedule attached hereto as **Attachment 3**.

4.1 The Lease Payments shall be consideration for the District's rental, use, and occupancy of the Project and the Project Site and shall be made in monthly installments as indicated in the Schedule of Lease Payments attached hereto as **Attachment 3** for the duration of the lease term of one (1) year, with the first Lease Payment due ninety (90) days after execution of the Memorandum of Commencement Date.

4.2 The District represents that the annual Lease Payment obligation does not surpass the District's annual budget and will not require the District to increase or impose additional taxes or obligations on the public that did not exist prior to the execution of the Facilities Lease.

4.3 Fair Rental Value

District and Developer have agreed and determined that the total Lease Payments constitute adequate consideration for the Facilities Lease and are reasonably equivalent to the fair rental value of the Project. In making such determination, consideration has been given to the obligations of the Parties under the Facilities Lease and Site Lease, the uses and purposes which may be served by the Project and the benefits therefrom which will accrue to the District and the general public.

4.4 Each Lease Payment Constitutes a Current Expense of the District

4.4.1 The District and Developer understand and intend that the obligation of the District to pay Lease Payments and other payments hereunder constitutes a current expense of the District and shall not in any way be construed to be a debt of the District in contravention of any applicable constitutional or statutory limitation or requirement concerning the creation of indebtedness by the District, nor shall anything contained herein constitute a pledge of the general tax revenues, funds or moneys of the District.

4.4.2 Lease Payments due hereunder shall be payable only from current funds which are budgeted and appropriated or otherwise made legally available for this purpose. This Facilities Lease shall not create an immediate indebtedness for any aggregate payments that may become due hereunder.

4.4.3 The District covenants to take all necessary actions to include the Lease Payments in each of its final approved annual budgets.

4.4.4 The District further covenants to make all necessary appropriations (including any supplemental appropriations) from any source of legally available funds of the District for the actual amount of Lease Payments that come due and payable during the period covered by each such budget. Developer acknowledges that the District has not pledged the full faith and credit of the District, State of California or any state agency or state department to the payment of Lease Payments or any other payments due hereunder. The covenants on the part of District contained in this Facilities Lease constitute duties imposed by law and it shall be the duty of each and every public official of the District to take such action and do such things as are required by law in the performance of the official duty of such officials to enable the District to carry out and perform the covenants and agreements in this Facilities Lease agreed to be carried out and performed by the District.

4.4.5 Developer cannot, under any circumstances, accelerate the District's payments under the Facilities Lease.

5. District's Purchase Option

5.1 If the District is not then in uncured Default hereunder, the District shall have the option to purchase not less than all of the Project in its "as-is, where-is" condition and terminate this Facilities Lease and Site Lease by paying the balance of the "Loan Amount" identified in **Attachment 3**, which is exclusive of interest that would have otherwise been owed, as of the date the option is exercised ("Option Price"). Said

payment shall be made on or before the date on which the District's lease payment would otherwise be due for that month ("Option Date").

5.2 District shall provide to Developer a written notice no less than ten (10) days prior to the Option Date. The notice will include that District is exercising its option to purchase the Project as set forth above on the Option Date. If the District exercises this option, the District shall pay directly to Developer the Option Price on or prior to the Option Date and Developer shall at that time deliver to District an executed Termination Agreement and Quitclaim Deed in recordable form to terminate this Facilities Lease and the Site Lease. District may record all such documents at District's cost and expense.

5.3 Under no circumstances can the first Option Date be on or before ninety (90) days after Developer completes the Project and the District accepts the Project.

[REMAINDER OF PAGE INTENTIONALLY BLANK; ATTACHMENTS FOLLOW]

ATTACHMENT 1

GENERAL CONDITIONS COSTS

Lump Sum: $1,711,017

ATTACHMENT 2

GUARANTEED MAXIMUM PRICE

	El Granada ES Modernization Phase II and New Swing Space Portables			
Sec.#	Trade	Total	Subcontractors	
	El Granada ES Modernization Phase II			
1	GENERAL REQUIREMENTS	$ 1,711,017		
2	EXISTING CONDITIONS	$ 669,540	Hilltop Asbestos	
3	CONCRETE	$ 377,845	Rodan Builders	
4	MASONRY	N/A		
5	METALS	$ 82,292	Tom's Metals	
6	WOOD, PLASTIC + COMPOSITE	$ 1,622,695	Rodan; Fremont Millwork	
7	THERMAL + MOISTURE PROTECTION	$ 1,521,529	Bear Insulation; Waterproofing Associates; Aire Sheet Metal	
8	OPENINGS	$ 719,494	AAC Glass	
9	FINISHES	$ 1,242,897	Magnum, Excel Lathing; Kim's Flooring; Arrow Acoustics	
10	SPECIALTIES	$ 64,708	SJP, Murphy Specialties	
11	EQUIPMENT	N/A		
12	FURNISHINGS	$ 100,935	Peninsulators	
13	SPECIAL CONSTRUCTION (Playground Equip/Surfacing)	$ 248,840	Playgrounds Unlimited	
14	CONVEYING EQUIPMENT	N/A		
21	FIRE SUPPRESSION	N/A		
22	PLUMBING	$ 746,879	ACCO	
23	HVAC	$ 1,205,594	Aire Sheet Metal	
25	INTEGRATED AUTOMATION	N/A		
26	ELECTRICAL	$ 2,882,620	Atlas Pellizzari; Rodan	
27	COMMUNICATIONS	INC		
28	ELECTRICAL SAFETY	INC		
31	EARTHWORK	$ 647,715	HMB Grading & Paving	
32	EXTERIOR IMPROVEMENTS	$ 857,588	Trademark; EPD; Scapes	
33	UTILITIES	$ 194,370	Rodan	
	New Swing Space Portables			
01	Survey	$ 5,000		
01	SWPPP	$ 11,280	Rodan	
05	METALS	$ 5,964		
12	SIGNAGE	$ 1,800		
22	PLUMBING	$ 9,180	ACCO	
26	ELECTRICAL and DATA	$ 192,000	Atlas Pellizzari; Rodan	
28	FIRE ALARM	INC		
31	EARTHWORK	$ 41,475	HMB Grading & Paving	
33	UTILITIES	$ 126,411	Rodan	
	Misc. Items			
	Phase 2 EDCR Testing	$ 97,023		
	Principal office build out	$ 19,924		
	Electrical @ A11	$ 2,200		
	Electrical for printer	$ 3,200		
	Sub-Total (Direct Cost - All work)	$ 15,411,815		
3.25%	**Markup**	$ 500,884		
	Sub-Total	$ 15,912,699		
2.65%	**Bonds, GL Insurance, Builders Risk**	$ 421,687		
0.17%	**Procore/software fee**	$ 27,052		
	Sub-Total	$ 16,361,437		
1.00%	**LLB Contractor Construction Contingency**	$ 163,614		
7.00%	**Owner Contingency**	$ 1,145,301		
	Allowance - DSA changes	$ 150,000		
	Allowance - Canopy	$ 242,550		
	TOTAL GMP FOR BOARD APPROVAL	**$ 18,062,902**		

ATTACHMENT 3

SCHEDULE OF LEASE PAYMENTS

Amortization Schedule

Loan Amount: $ 900,000

Interest: 5% Annual

Term in Months 12.00

Payment Frequency Monthly

Payment	Monthly Payment	Principal Payment	Interest Payment	Balance
1	$77,046.73	$73,296.73	$3,750.00	$826,703.27
2	$77,046.73	$73,602.14	$3,444.60	$753,101.13
3	$77,046.73	$73,908.81	$3,137.92	$679,192.32
4	$77,046.73	$74,216.77	$2,829.97	$604,975.55
5	$77,046.73	$74,526.00	$2,520.73	$530,449.55
6	$77,046.73	$74,836.53	$2,210.21	$455,613.02
7	$77,046.73	$75,148.35	$1,898.39	$380,464.68
8	$77,046.73	$75,461.46	$1,585.27	$305,003.21
9	$77,046.73	$75,775.89	$1,270.85	$229,227.33
10	$77,046.73	$76,091.62	$955.11	$153,135.71
11	$77,046.73	$76,408.67	$638.07	$76,727.04
12	$77,046.74	$76,727.04	$319.70	$0.00
Totals	**$924,560.80**	**$900,000.00**	**$24,560.80**	

EXHIBIT D-1

SPECIAL CONDITIONS

Attached are the special terms and conditions for the Project.

EXHIBIT D

GENERAL CONSTRUCTION PROVISIONS FOR THE FOLLOWING PROJECT:

EL GRANADA ELEMENTARY SCHOOL MODERNIZATION PHASE 2 PROJECT

BY AND BETWEEN

CABRILLO UNIFIED SCHOOL DISTRICT

AND

RODAN BUILDERS, INC.

Dated as of June 13, 2024

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1. Contract Terms and Definitions

1.1 Definitions

Wherever used in the Contract Documents, the following terms shall have the meanings indicated, which shall be applicable to both the singular and plural thereof:

1.1.1 Adverse Weather. Shall be only weather that satisfies all of the following conditions: (1) unusually severe precipitation, sleet, snow, hail, or extreme temperature or air conditions in excess of the norm for the location and time of year it occurred based on the closest weather station data averaged over the past five years, (2) that is unanticipated and would cause unsafe work conditions and/or is unsuitable for scheduled work that should not be performed during inclement weather (i.e., exterior finishes), and (3) at the Project.

1.1.2 Allowance(s): The Allowance Item(s) identified in **Exhibit C** and included in the Guaranteed Maximum Price. Any unused portion of the Allowance will revert to the District documented by a deductive Change Order. Developer hereby authorizes the District to execute a unilateral deductive Change Order at or near the end of the Project for all or any portion of the Allowance not allocated.

1.1.3 Allowance Expenditure Directive. Written authorization for expenditure of an Allowance, if any. Developer shall not bill for or be due any portion of an Allowance unless the District has identified specific work, Developer has submitted a price for that work or the District has proposed a price for that work, the District has accepted the cost for that work, and the District has executed an Allowance Expenditure Directive incorporating that work.

1.1.4 Approval, Approved, and/or Accepted. Written authorization, unless stated otherwise.

1.1.5 Architect (or "Design Professional in General Responsible Charge"). The individual, partnership, corporation, joint venture, or any combination thereof, named as Architect, who will have the rights and authority assigned to the Architect in the Contract Documents. The term Architect means the Design Professional in General Responsible Charge as defined in DSA PR 13-02 on this Project or the Architect's authorized representative.

1.1.6 As-Builts. Digitally prepared and reproducible drawings using the web-based ProCore application, or comparable, to be prepared on a monthly basis pursuant to the Contract Documents, that reflect changes made during the performance of the Work, recording differences between the original design of the Work and the Work as constructed since the preceding monthly submittal. See **Record Drawings.**

1.1.7 Burdened. The labor rate for Developer or any Subcontractor inclusive of any and all burden costs including, but not limited to, health and welfare pay, vacation and holiday pay, pension contributions, training rates, benefits of any kind, insurance of any kind, workers' compensation, liability insurance, truck expenses, supply expenses of any kind, payroll taxes, and any other taxes of any kind.

1.1.8 Change Order. A written order to Developer authorizing an addition to, deletion from, or revision in the Work, and/or authorizing an adjustment in the Guaranteed Maximum Price or Contract Time.

1.1.9 Claim. Developer Claim within the meaning of Public Contract Code sections 9204 and/or 20104 et seq.

1.1.10 Construction Change Directive. A written order prepared and issued by the District, the Construction Manager, and/or the Architect and signed by the District and the Architect, directing a change in the Work.

1.1.11 Construction Manager. The individual, partnership, corporation, joint venture, or any combination thereof, or its authorized representative, named as such by the District. If no Construction Manager is used on the Project that is the subject of this Contract, then all references to Construction Manager herein shall be read to refer to District.

1.1.12 Construction Schedule. The progress schedule of construction of the Project as provided by Developer and approved by District.

1.1.13 Contingency. The GMP proposal will contain, as part of the estimated cost of the Work, Project's Contingency, a sum mutually agreed upon, controlled by District, and monitored by District and Developer to cover costs that are properly reimbursable as a cost of the Work, but are not the basis for a Change Order. Project's Contingency will not be used for changes in scope or for any item that would be the basis for an increase in the GMP. Developer will provide District with a monthly accounting of charges against Project's Contingency, if applicable, with each application for payment. Any unused Project Contingency belongs to District.

1.1.14 Contract. The agreement between the District and Developer contained in the Contract Documents.

1.1.15 Contract Documents. The Contract Documents consist exclusively of the documents evidencing the agreement of the District and Developer. The Contract Documents consist of the following documents:

1.1.15.1 Non-Collusion Declaration

1.1.15.2 Iran Contracting Act Certification

1.1.15.3 Off- Road Diesel-Fueled Fleet Certification (if applicable)

1.1.15.4 Site Lease

1.1.15.5 Facilities Lease, including Exhibits A-G

1.1.15.5.1 Performance Bond

1.1.15.5.2 Payment Bond (Developer's Labor & Material Bond)

1.1.15.5.3 Workers' Compensation Certification

1.1.15.5.4 Prevailing Wage Certification

1.1.15.5.5 Criminal Background Investigation/Fingerprinting Certification

1.1.15.5.6 Drug-Free Workplace Certification (if applicable)

1.1.15.5.7 Tobacco-Free Environment Certification (if applicable)

1.1.15.5.8 Workplace Violence Prevention Plan Certification

1.1.15.5.9 Drug and Alcohol-Free Schools Certification (if applicable)

1.1.15.5.10 Disabled Veterans Business Enterprise Participation Certification (if applicable)

1.1.15.5.11 Roofing Project Certification (if applicable)

1.1.15.5.12 Hazardous Materials Procedures and Requirements

1.1.15.5.13 Hazardous Materials Certification (if applicable)

1.1.15.5.14 Lead-Based Materials Certification (if applicable)

1.1.15.5.15 Imported Materials Certification (if applicable)

1.1.15.5.16 Skilled and Trained Workforce Certification

1.1.15.5.17 Registered Subcontractors List

1.1.15.5.18 Escrow Agreement for Security Deposits in Lieu of Retention (if used)

1.1.15.5.19 Guarantee Form

1.1.15.5.20 Agreement and Release of Any and All Claims

1.1.15.6 All Plans, Technical Specifications, and Drawings, including the Division of the State Architect approved versions of the foregoing

1.1.15.7 Any and all addenda to any of the above documents

1.1.15.8 Any and all change orders or written modifications to the above documents if approved in writing by the District

1.1.16 Contract Time. The time period stated in the Facilities Lease for the completion of the Work.

1.1.17 Daily Job Report(s). Daily Project reports prepared by Developer's employee(s) who are present on Site, which shall include the information required herein.

1.1.18 Day(s). Unless otherwise designated, day(s) means calendar day(s).

1.1.19 Department of Industrial Relations (or "DIR"). DIR is responsible, among other things, for labor compliance monitoring and enforcement of California prevailing wage laws and regulations for public works contracts.

1.1.20 Design Professional in General Responsible Charge. See definition of Architect above.

1.1.21 Developer. The person or persons identified in the Facilities Lease as contracting to perform the Work to be done under this Contract, or the legal representative of such a person or persons.

1.1.22 Dispute. A separate demand by Developer for a time extension, or payment of money or damages arising from Work done by or on behalf of Developer pursuant to the Contract and payment of which is not otherwise expressly provided for or Developer is not otherwise entitled to; or an amount of payment disputed by the District.

1.1.23 District. The public agency or the school district for which the Work is performed. The governing board of the District or its designees will act for the District in all matters pertaining to the Contract. The District may, at any time:

1.1.23.1 Direct Developer to communicate with or provide notice to the Construction Manager or the Architect on matters for which the Contract Documents indicate Developer will communicate with or provide notice to the District; and/or

1.1.23.2 Direct the Construction Manager or the Architect to communicate with or direct Developer on matters for which the Contract Documents indicate the District will communicate with or direct Developer.

1.1.24 Drawings (or "Plans"). The graphic and pictorial portions of the Contract Documents showing the design, location, scope and dimensions of the Work, generally including plans, elevations, sections, details, schedules, sequence of operation, and diagrams.

1.1.25 DSA. Division of the State Architect.

1.1.26 Force Account Directive. A process that may be used when the District and Developer cannot agree on a price for a specific portion of work or before Developer prepares a price for a specific portion of work and whereby Developer performs the work as indicated herein on a time and materials basis.

1.1.27 Guaranteed Maximum Price. The total monies payable to Developer under the terms and conditions of the Contract Documents.

1.1.28 Job Cost Reports. Any and all reports or records detailing the costs associated with work performed on or related to the Project that Developer shall maintain for the Project. Specifically, Job Cost Reports shall contain, but are not limited by or to, the following information: a description of the work performed or to be performed on the Project; quantity, if applicable, of work performed (hours, square feet, cubic yards, pounds, etc.) for the Project; Project budget; costs for the Project to date; estimated costs to complete the Project; and expected costs at completion. The Job Cost Reports shall also reflect all Contract

cost codes, change orders, elements of non-conforming work, back charges, and additional services.

1.1.29 Labor Commissioner's Office (or "Labor Commissioner"). Also known as the Division of Labor Standards Enforcement ("DLSE"): Division of the DIR responsible for adjudicating wage claims, investigating discrimination and public works complaints, and enforcing Labor Code statutes and Industrial Welfare Commission orders.

1.1.30 Material Safety Data Sheets (or "MSDS"). A form with data regarding the properties for potentially harmful substances handled in the workplace.

1.1.31 Municipal Separate Storm Sewer System (or "MS4"). A system of conveyances used to collect and/or convey storm water, including, without limitation, catch basins, curbs, gutters, ditches, man-made channels, and storm drains.

1.1.32 Plans. See **"Drawings"**.

1.1.33 Premises. The real property on which the Site is located.

1.1.34 Product(s). New material, machinery, components, equipment, fixtures and systems forming the Work, including existing materials or components required and approved by the District for reuse.

1.1.35 Product Data. Illustrations, standard schedules, performance charts, instructions, brochures, diagrams, and other information furnished by Developer to illustrate a material, product, or system for some portion of the Work.

1.1.36 Program Manager. The individual, partnership, corporation, joint venture, or any combination thereof, or its authorized representative, named as such by the District. If no Program Manager is designated for the Project that is the subject of the Contract Documents, then all references to Program Manager herein shall be read to refer to District.

1.1.37 Project. The planned undertaking as provided for in the Contract Documents.

1.1.38 Project Inspector (or "Inspector"). The individual(s) retained by the District in accordance with title 24 of the California Code of Regulations to monitor and inspect the Project.

1.1.39 Project Labor Agreement (or "PLA" or Project Stabilization Agreement or "PSA"). A prehire collective bargaining agreement in accordance with Public Contract Code section 2500 *et seq*. that establishes terms and conditions of employment for a specific construction project or projects and/or is an agreement described in Section 158(f) of Title 29 of the United States Code.

1.1.40 Proposed Change Order (or "PCO"). A written request prepared by Developer requesting that the District, the Construction Manager and the Architect issue a Change Order based upon a proposed change to the Work, to the Guaranteed Maximum Price, and/or to the Contract Time.

1.1.41 Provide. Shall include "provide complete in place," that is, "furnish and install," and "provide complete and functioning as intended in place" unless specifically stated otherwise.

1.1.42 Qualified SWPPP Practitioner (or "QSP"). Certified personnel that attended a State Water Resources Control Board sponsored or approved training class and passed the qualifying exam.

1.1.43 Record Drawings. Unless otherwise defined in the Special Conditions, Reproducible drawings (or Plans) prepared pursuant to the requirements of the Contract Documents, that reflect all changes made during the performance of the Work, recording differences between the original design of the Work and the Work as constructed upon completion of the Project. See also **"As-Builts."**

1.1.44 Request for Information (or "RFI"). A written request prepared by Developer requesting that the Architect provide additional information necessary to clarify or amplify an item in the Contract Documents that Developer believes is not clearly shown or called for in the Drawings or Specifications or other portions of the Contract Documents, or to address problems that have arisen under field conditions.

1.1.45 Request for Substitution for Specified Item. A request by Developer to substitute an equal or superior material, product, thing, or service for a specific material, product, thing, or service that has been designated in the Contract Documents by a specific brand or trade name.

1.1.46 Safety Orders. Written and/or verbal orders for construction issued by the California Division of Occupational Safety and Health ("Cal/OSHA") or by the United States Occupational Safety and Health Administration ("OSHA").

1.1.47 Safety Plan. Developer's safety plan specifically adapted for the Project. Developer's Safety Plan shall comply with all provisions regarding Project safety, including all applicable provisions in these Construction Provisions.

1.1.48 Samples. Physical examples that illustrate materials, products, equipment, finishes, colors, or workmanship and that, when approved in accordance with the Contract Documents, establish standards by which portions of the Work will be judged.

1.1.49 Shop Drawings. All drawings, prints, diagrams, illustrations, brochures, schedules, and other data that are prepared by Developer, a subcontractor, manufacturer, supplier, or distributor, that illustrate how specific portions of the Work shall be fabricated or installed.

1.1.50 Site. The Project site as shown on the Drawings.

1.1.51 Specifications. That portion of the Contract Documents, Division 1 through Division 49, and all technical sections, and addenda to all of these, if any, consisting of written descriptions and requirements of a technical nature of materials, equipment, construction methods and systems, standards, and workmanship.

1.1.52 State. The State of California.

1.1.53 Storm Water Pollution Prevention Plan (or "SWPPP"). A document which identifies sources and activities at a particular facility that may contribute pollutants to storm water and contains specific control measures and time frames to prevent or treat such pollutants.

1.1.54 Subcontractor. A contractor and/or supplier who is under contract with Developer or with any other subcontractor, regardless of tier, to perform a portion of the Work of the Project.

1.1.55 Submittal Schedule. The schedule of submittals as provided by Developer and approved by District.

1.1.56 Surety. The person, firm, or corporation that executes as surety Developer's Performance Bond and Payment Bond, and must be a California admitted surety insurer as defined in the Code of Civil Procedure section 995.120.

1.1.57 Work. All labor, materials, equipment, components, appliances, supervision, coordination, and services required by, or reasonably inferred from, the Contract Documents, that are necessary for the construction and completion for Phase 2 of the Project.

1.2 Laws Concerning the Contract Documents; Venue

The Contract is subject to all provisions of the Constitution and laws of California and the United States governing, controlling, or affecting District, or the property, funds, operations, or powers of District, and such provisions are by this reference made a part hereof. Any provision required by law to be included in this Contract shall be deemed to be inserted.

To the fullest extent permitted by California law, the county in which the District administration office is located shall be the venue for any action or proceeding that may be brought or arise out of, in connection with or by reason of this Contract.

1.3 No Oral Agreements

No oral agreement or conversation with any officer, agent, or employee of District, either before or after execution of Contract Documents, shall affect or modify any of the terms or obligations contained in any of the documents comprising the Contract Documents.

1.4 No Assignment

Except as specifically permitted in the Facilities Lease, Developer shall not assign the Contract Documents or any part thereof including, without limitation, any services or money to become due hereunder without the prior written consent of the District. Assignment without District's prior written consent shall be null and void. Any assignment of money due or to become due under the Contract Documents shall be subject to a prior lien for services rendered or material supplied for performance of Work called for under the Contract Documents in favor of all persons, firms, or corporations rendering services or supplying material to the extent that claims are filed pursuant to the Civil Code, Code of Civil Procedure, Government Code, Labor Code, and/or Public Contract Code, and shall also be subject to deductions for liquidated damages or withholding of payments as determined by District in accordance with the Contract Documents. Developer shall not assign or transfer in

any manner to a Subcontractor or supplier the right to prosecute or maintain an action against the District.

1.5 Notice and Service Thereof

1.5.1 Any notice from one party to the other or otherwise under the Contract Documents shall be in writing and shall be dated and signed by the party giving notice or by a duly authorized representative of that party. Notice shall not be effective for any purpose whatsoever unless served in one of the following manners:

1.5.1.1 If notice is given by personal delivery thereof, it shall be considered delivered on the day of delivery.

1.5.1.2 If notice is given by overnight delivery service, it shall be considered delivered one (1) day after date deposited, as indicated by the delivery service.

1.5.1.3 If notice is given by depositing same in United States mail, enclosed in a sealed envelope, it shall be considered delivered five (5) days after date deposited, as indicated by the postmarked date.

1.5.1.4 If notice is given by registered or certified mail with postage prepaid, return receipt requested, it shall be considered delivered on the day the notice is signed for.

1.6 No Waiver

The failure of District in any one or more instances to insist upon strict performance of any of the terms of the Contract Documents or to exercise any option herein conferred shall not be construed as a waiver or relinquishment to any extent of the right to assert or rely upon any such terms or option on any future occasion. No action or failure to act by the District, Architect, or Construction Manager shall constitute a waiver of any right or duty afforded the District under the Contract Documents, nor shall any action or failure to act constitute an approval of or acquiescence on any breach thereunder, except as may be specifically agreed in writing.

1.7 Substitutions For Specified Items

Developer shall not substitute different items for any items identified in the Contract Documents without prior written approval of the District, unless otherwise provided in the Contract Documents.

1.8 Materials and Work

1.8.1 Except as otherwise specifically stated in the Contract Documents, Developer shall provide and pay for all materials, labor, tools, equipment, transportation, supervision, temporary constructions of every nature, and all other services, management, and facilities of every nature whatsoever necessary to execute and complete the Work, in a good and workmanlike manner, within the Contract Time.

1.8.2 Unless otherwise specified, all materials shall be new and of the best quality of their respective kinds and grades as noted or specified, and workmanship shall be of high quality, and Developer shall use all diligence to inform itself fully as to the required manufacturer's instructions and to comply therewith.

1.8.3 Materials shall be furnished in ample quantities and at such times as to ensure uninterrupted progress of Work and shall be stored properly and protected from the elements, theft, vandalism, or other loss or damage as required.

1.8.4 For all materials and equipment specified or indicated in the Drawings and Specifications, Developer shall provide all labor, materials, equipment, and services necessary for complete assemblies and complete working systems, functioning as intended. Incidental items not indicated on Drawings, nor mentioned in the Specifications, that can legitimately and reasonably be inferred to belong to the Work described, or be necessary in good practice to provide a complete assembly or system, shall be furnished as though itemized here in every detail. In all instances, material and equipment shall be installed in strict accordance with each manufacturer's most recent published recommendations and specifications.

1.8.5 Developer shall, after award of the Project by District and after relevant submittals have been reviewed, place orders for materials and/or equipment as specified so that delivery of same may be made without delays to the Work. Developer shall, upon five (5) days' demand from District, present documentary evidence showing that orders have been placed.

1.8.6 In the event of Developer's neglect in complying or failure to comply with the above instructions, District reserves the right, but has no obligation, to place orders for such materials and/or equipment as the District may deem advisable so that the Work may be completed by the date specified in the Facilities Lease, and all expenses incidental to the procuring of said materials and/or equipment shall be paid for by Developer or deducted from payment(s) to Developer.

1.8.7 Developer warrants good title to all material, supplies, and equipment installed or incorporated in Work and agrees upon completion of all Work to deliver the Site to District, together with all improvements and appurtenances constructed or placed thereon by it, and free from any claims, liens, or charges. Developer further agrees that neither it nor any person, firm, or corporation furnishing any materials or labor for any work covered by the Contract Documents shall have any right to lien any portion of the Premises or any improvement or appurtenance thereon, except that Developer may install metering devices or other equipment of utility companies or of political subdivision, title to which is commonly retained by utility company or political subdivision. In the event of installation of any such metering device or equipment, Developer shall advise District as to owner thereof.

1.8.8 Nothing contained in this Article, however, shall defeat or impair the rights of persons furnishing materials or labor under any bond given by Developer for their protection or any rights under any law permitting such protection or any rights under any law permitting such persons to look to funds due Developer in hands of District (e.g., Stop Payment Notices), and this provision shall be inserted in all subcontracts and material contracts and notice

of its provisions shall be given to all persons furnishing material for Work when no formal contract is entered into for such material.

1.8.9 Title to new materials and/or equipment for the Work of the Contract Documents and attendant liability for its protection and safety shall remain with Developer until incorporated in the Work of the Contract Documents and accepted by District. No part of any materials and/or equipment shall be removed from its place of storage except for immediate installation in the Work of the Contract Documents. Should the District, in its discretion, allow Developer to store materials and/or equipment for the Work off-site, Developer will store said materials and/or equipment at a bonded warehouse and with appropriate insurance coverage at no cost to District. Developer shall keep an accurate inventory of all materials and/or equipment in a manner satisfactory to District or its authorized representative and shall, at the District's request, forward it to the District.

1.8.10 [Reserved]

2. [Reserved]

3. Architect

3.1 The Architect shall represent the District during the Project and will observe the progress and quality of the Work on behalf of the District. Architect shall have the authority to act on behalf of District to the extent expressly provided in the Contract Documents and to the extent determined by District. Architect shall have authority to reject materials, workmanship, and/or the Work whenever rejection may be necessary, in Architect's reasonable opinion, to ensure the proper execution of the Contract Documents.

3.2 Architect shall, with the District and on behalf of the District, determine the amount, quality, acceptability, and fitness of all parts of the Work, and interpret the Specifications, Drawings, and shall, with the District, interpret all other Contract Documents.

3.3 Architect shall have all authority and responsibility established by law, including title 24 of the California Code of Regulations.

3.4 Developer shall provide District and the Construction Manager with a copy of all written communication between Developer and Architect at the same time as that communication is made to Architect, including, without limitation, all RFIs, correspondence, submittals, claims, change order requests and/or proposed change orders.

4. Construction Manager

4.1 If a Construction Manager is used on this Project ("Construction Manager" or "CM"), the Construction Manager will provide administration of the Contract Documents on the District's behalf. After execution of the Contract Documents, all correspondence and/or instructions from Developer and/or District shall be forwarded through the Construction Manager. The Construction Manager will not be responsible for and will not have control or charge of construction means, methods, techniques, sequences, or procedures or for safety precautions in connection with the Work, which shall all remain Developer's responsibility.

4.2 The Construction Manager, however, will have authority to reject materials and/or workmanship not conforming to the Contract Documents, as determined by the District, the Architect, and/or the Project Inspector. The Construction Manager shall also have the authority to require special inspection or testing of any portion of the Work, whether it has been fabricated, installed, or fully completed. Any decision made by the Construction Manager in good faith, shall not give rise to any duty or responsibility of the Construction Manager to: Developer, any Subcontractor, or their agents, employees, or other persons performing any of the Work. The Construction Manager shall have free access to any or all parts of Work at any time.

4.3 If the District does not use a Construction Manager on this Project, all references within the Contract Documents to Construction Manager or CM shall be read as District.

5. Inspector, Inspections, and Tests

5.1 Project Inspector

5.1.1 One or more Project Inspector(s), including special Project Inspector(s), as required, will be assigned to the Work by District, in accordance with requirements of title 24, part 1, of the California Code of Regulations, to enforce the building code and monitor compliance with Plans and Specifications for the Project previously approved by the DSA. Duties of Project Inspector(s) are specifically defined in section 4-342 of said part 1 of title 24.

5.1.2 No Work shall be carried on except with the knowledge and under the inspection of the Project Inspector(s). The Project Inspector(s) shall have free access to any or all parts of Work at any time. Developer shall furnish Project Inspector(s) reasonable opportunities for obtaining such information as may be necessary to keep Project Inspector(s) fully informed respecting progress and manner of work and character of materials, including, but not limited to, submission of form DSA 156 (or the most current version applicable at the time the Work is performed) to the Project Inspector at least 48 hours in advance of the commencement and completion of construction of each and every aspect of the Work. Forms are available on the DSA's website at: http://www.dgs.ca.gov/dsa/Forms.aspx. Inspection of Work shall not relieve Developer from an obligation to fulfill the Contract Documents. Project Inspector(s) and the DSA are authorized to suspend work whenever Developer and/or its Subcontractor(s) are not complying with the Contract Documents. Any work stoppage by the Project Inspector(s) and/or DSA shall be without liability to the District. Developer shall instruct its Subcontractors and employees accordingly.

5.1.3 If Developer and/or any Subcontractor requests that the Project Inspector(s) perform any inspection off-Site, this shall only be done if it is allowable pursuant to applicable regulations and DSA approval, if the Project Inspector(s) agree to do so, and at the expense of Developer.

5.2 Tests and Inspections

5.2.1 Tests and Inspections shall comply with title 24, part 1, California Code of Regulations, group 1, article 5, section 4-335, and with the provisions of the Specifications.

5.2.2 The District will select an independent testing laboratory to conduct the tests. Selection of the materials required to be tested shall be by the laboratory or the District's representative and not by Developer. Developer shall notify the District's representative a sufficient time in advance of its readiness for required observation or inspection. This notice shall be provided, at a minimum, forty-eight (48) hours prior to the inspection of the material that needs to be tested and, at a minimum, seventy-two (72) hours prior to any special or off-site inspection.

5.2.3 Developer shall notify the District's representative a sufficient time in advance of the manufacture of material to be supplied under the Contract Documents that must by terms of the Contract Documents be tested so that the District may arrange for the testing of same at the source of supply. This notice shall be provided, at a minimum, seventy-two (72) hours prior to the manufacture of the material that needs to be tested.

5.2.4 Any material shipped by Developer from the source of supply prior to having satisfactorily passed such testing and inspection or prior to the receipt of notice from said representative that such testing and inspection will not be required, shall not be incorporated into and/or onto the Project.

5.2.5 The District will select the testing laboratory and pay for the costs for all tests and inspections, except those inspections performed at Developer's request and expense. Developer shall reimburse the District for any and all laboratory costs or other testing costs for any materials found to be not in compliance with the Contract Documents. At the District's discretion, District may elect to deduct laboratory or other testing costs for noncompliant materials from the Guaranteed Maximum Price, and such deduction shall not constitute a withholding.

5.3 Costs for After Hours and/or Off Site Inspections

If Developer performs Work outside the Inspector's regular working hours, costs of any inspections required outside regular working hours shall be borne by Developer and may be invoiced to Developer by the District or the District may deduct those expenses from the next Tenant Improvement Payment.

6. Developer

Developer shall construct and complete, in a good and workmanlike manner, the Work for the Guaranteed Maximum Price including any adjustment(s) to the Guaranteed Maximum Price pursuant to provisions herein regarding changes to the Guaranteed Maximum Price. Except as otherwise noted, Developer shall provide and pay for all labor, materials, equipment, permits (excluding DSA), fees, licenses, facilities, transportation, taxes, bonds and insurance, and services necessary for the proper execution and completion of the Work, except as indicated herein.

6.1 Status of Developer

6.1.1 Developer represents and warrants that Developer is an independent do or business entity that is: (i) free from the control and direction of the District in connection with the performance of the Services, (ii) performing Services that are outside the usual course of the District's business, and (iii) customarily engaged in an independently established trade, occupation, or business of the

same nature as that involved in the Services performed, District being interested only in the results obtained. Developer understands and agrees that it and all of its employees and its Subcontractors shall not be considered officers, employees, agents, partner, or joint venture of the District, and are not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Developer shall assume full responsibility for payment of all federal, state, and local taxes or contributions, including unemployment insurance, social security, and income taxes with respect to Consultant's employees. Developer is and shall at all times be deemed be wholly responsible for the manner in which it, its agents, and its Subcontractors perform the services required of it by the Contract Documents. Nothing herein contained shall be construed as creating the relationship of employer and employee, or principal and agent, between the District, or any of the District's employees or agents, and Developer or any of Developer's Subcontractors, agents or employees. District shall be permitted to monitor Developer's activities to determine compliance with the terms of the Contract Documents.

6.1.2 As required by law, Developer and all Subcontractors shall be properly licensed and regulated by the Contractors State License Board, 9821 Business Park Drive, Sacramento, California 95827 (Post Office Box 26000, Sacramento, California 95826), http://www.cslb.ca.gov.

6.1.3 As required by law, Developer and all Subcontractors shall be properly registered as public works contractors by the Department of Industrial Relations at https://efiling.dir.ca.gov/PWCR/ActionServlet?action=displayPWCRegistrationForm or current URL.

6.1.4 Developer represents that Developer and all Subcontractors shall not be presently debarred, suspended, proposed for disbarment, declared ineligible or excluded pursuant to either Labor Code section 1777.1 or Labor Code section 1777.7.

6.1.5 [Reserved]

6.1.6 Developer represents that it has no existing interest and will not acquire any interest, direct or indirect, which could conflict in any manner or degree with the performance of Work required under this Contract and that no person having any such interest shall be employed by Developer.

6.1.7 [Reserved]

6.1.8 If Developer intends to make any change in the name or legal nature of the Developer's entity, Developer must first notify the District in writing prior to making any contemplated change. The District shall determine in writing if Developer's intended change is permissible while performing this Contract.

6.2 Project Inspection Card(s)

Developer shall verify that forms DSA 152 (or most current version applicable at the time the Work is performed) are issued for the Project prior to the commencement of construction.

6.3 Developer's Supervision

6.3.1 During progress of the Work, Developer shall keep on the Premises, and at all other locations where any Work related to the Contract is being performed, an experienced and competent project manager and construction superintendent who are employees of Developer, to whom the District does not object and whom shall be fluent in English, written and verbal.

6.3.2 The project manager and construction superintendent shall both speak fluent English and the predominant language of Developer's employees.

6.3.3 Developer acknowledges the quality and qualifications of the Key Personnel were important factors in District's selection of Developer for the Project. Developer and District agree that the personal services of the Key Personnel are a material term of the Contract Documents. Developer and District agree further that the substitution or removal or change in role or level of effort of such Key Personnel would result in damages to the District, the measure of which would be impractical or extremely difficult to fix. In lieu such damages, District and Developer have agreed to liquidated damages as described below:

6.3.3.1 Before commencing the Work herein, Developer shall give written notice to District of Developer's Key Personnel.

6.3.3.2 Key Personnel shall be the same as those individuals identified in Developer's response to the District's RFQ/P.

6.3.3.3 For any substitution of any Key Personnel individual before the end of the individual's Project commitment period provided in Developer's Key Personnel staffing schedule, District may assess once, and Developer shall accept, liquidated damages in the amount of six (6) times the gross monthly salary for each substituted Key Personnel.

6.3.4 Developer's Key Personnel shall not be changed except with prior written notice to, and approval by, District.

6.3.5 If any of Developer's Key Personnel prove to be unsatisfactory to Developer, or to District, any of the District's employees, agents, the Construction Manager, or the Architect, the unsatisfactory Key Personnel shall be replaced. However, Developer shall immediately notify District in writing before any change occurs, but no less than two (2) business days prior. Any replacement of Key Personnel shall be made promptly and must be satisfactory to the District. Developer's Key Personnel shall each represent Developer, and all directions given to Key Personnel shall be as binding as if given to Developer.

6.3.6 Developer shall give efficient supervision to Work, using its best skill and attention. Developer shall carefully study and compare all Contract Documents, Drawings, Specifications, and other instructions and shall at once report to District, Construction Manager, and Architect any error, inconsistency, or omission that Developer or its employees and Subcontractors may discover, in writing, with a copy to District's Project Inspector(s). Developer shall have responsibility for discovery of errors, inconsistencies, or omissions.

6.3.7 All contractors doing work on the Project will provide their workers with identification badges. These badges will be worn by all members of the contractor's staff who are working in a District facility.

6.3.7.1 Badges must be filled out in full and contain the following information:

6.3.7.1.1 Name of contractor

6.3.7.1.2 Name of employee

6.3.7.1.3 Contractor's address and phone number

6.3.7.2 Badges are to be worn when Developer or his/her employees are on site and must be visible at all times. Contractors must inform their employees that they are required to allow District employees, the Architect, the Construction Manager, the Program Manager, or the Project Inspector to review the information on the badges upon request.

6.3.7.3 Continued failure to display identification badges as required by this policy may result in the individual being removed from the Project or assessment of fines against the contractor.

6.4 Duty to Provide Fit Workers

6.4.1 Developer and Subcontractor(s) shall at all times enforce strict discipline and good order among their employees and shall not employ any unfit person or anyone not skilled in work assigned to that person. It shall be the responsibility of Developer to ensure compliance with this requirement. District may require Developer to permanently remove unfit persons from Project Site.

6.4.2 Any person in the employ of Developer or Subcontractor(s) whom District may deem incompetent or unfit shall be excluded from working on the Project and shall not again be employed on the Project except with the prior written consent of District.

6.4.3 Developer shall furnish labor that can work in harmony with all other elements of labor employed or to be employed in the Work.

6.4.4 Fingerprinting. Developer shall comply with the provisions of Education Code section 45125.2 regarding the submission of employee fingerprints to the California Department of Justice and the completion of criminal background investigations of its employees, Subcontractor(s), and Subcontractors' employees. Developer shall not permit any employee to have any contact with District pupils until such time as Developer has verified in writing to the governing board of the District, (A) that such employee has not been convicted of a violent or serious felony, as defined in Education Code section 45122.1 and/or (B) that the prohibition does not apply to an employee as provided by Education Code section 45125.1(e)(2) or (3). Developer shall fully complete and perform all tasks required pursuant to the Criminal Background Investigation/ Fingerprinting Certification.

6.5 Field Office

6.5.1 Developer shall provide on the Site a temporary office.

6.6 Purchase of Materials and Equipment

Developer is required to order, obtain, and store materials and equipment sufficiently in advance of its Work at no additional cost or advance payment from District to assure that there will be no delays.

6.7 Documents on Work

6.7.1 Developer shall at all times keep on the Site, or at another location as the District may authorize in writing, one legible copy of all Contract Documents, including Addenda and Change Orders, and Titles 19 and 24 of the California Code of Regulations, the specified edition(s) of the Uniform Building Code, all approved Drawings, Plans, Schedules, and Specifications, and all codes and documents referred to in the Specifications, and made part thereof. These documents shall be kept in good order and available to District, Construction Manager, Architect, Architect's representatives, the Project Inspector(s), and all authorities having jurisdiction. Developer shall be acquainted with and comply with the provisions of these titles as they relate to this Project. (See particularly the duties of Contractor, Title 24, Part 1, California Code of Regulations, Section 4-343.) Developer shall also be acquainted with and comply with all California Code of Regulations provisions relating to conditions on this Project, particularly Titles 8 and 17. Developer shall coordinate with Architect and Construction Manager and shall submit its verified report(s) according to the requirements of Title 24.

6.7.2 Daily Job Reports

6.7.2.1 Developer shall maintain, at a minimum, at least one (1) set of Daily Job Reports on the Project. These must be prepared by Developer's employee(s) who are present on Site, and must include, at a minimum, the following information:

6.7.2.1.1 A brief description of all Work performed on that day.

6.7.2.1.2 A summary of all other pertinent events and/or occurrences on that day.

6.7.2.1.3 The weather conditions on that day.

6.7.2.1.4 A list of all Subcontractor(s) working on that day, including DIR registration numbers, Subcontractor employees working, and hours of work.

6.7.2.1.5 A list of each Developer employee working on that day and the total hours worked for each employee.

6.7.2.1.6 A complete list of all equipment on Site that day, whether in use or not.

6.7.2.1.7 A complete list of all materials, supplies, and equipment delivered on that day, and verification that all materials, supplies, and equipment comply with the Contract Documents and are properly stored.

6.7.2.1.8 A complete list of all inspections and tests performed on that day.

6.7.2.1.9 Daily verification the Project is properly secured from the public and unauthorized entry.

6.7.2.2 Each day Developer shall provide a copy of the previous day's Daily Job Report to the District or the District's Construction Manager.

6.8 Preservation of Records

Developer shall maintain, and District shall have the right to inspect, Developer's financial records for the Project, including, without limitation, Job Cost Reports for the Project in compliance with the criteria set forth herein. The District shall have the right to examine and audit all Daily Job Reports or other Project records of Developer's project manager(s), project superintendent(s), and/or project foreperson(s), all certified payroll records and/or related documents including, without limitation, Job Cost Reports, payroll, payment, timekeeping and tracking documents; and as it pertains to change orders, all books, estimates, records, contracts, documents, cost data, subcontract job cost reports, and other data of Developer, any Subcontractor, and/or supplier, including computations and projections related to estimating, negotiating, pricing, or performing the Work or modification, in order to evaluate the accuracy, completeness, and currency of the cost, manpower, coordination, supervision, or pricing data at no additional cost to the District. These documents may be duplicative and/or be in addition to any documents held in escrow by the District. Developer shall make available at its office at all reasonable times the materials described in this paragraph for the examination, audit, or reproduction until three (3) years after final payment under this Facilities Lease. Notwithstanding the provisions above, Developer shall provide any records requested by any governmental agency, if available, after the time set forth above.

6.9 Integration of Work

6.9.1 Developer shall do all cutting, fitting, patching, and preparation of Work as required to make its several parts come together properly, to fit it to receive or be received by work of other contractors, and to coordinate tolerances to various pieces of work, showing upon, or reasonably implied by, the Drawings and Specifications for the completed structure, and shall conform them as District and/or Architect may direct.

6.9.2 Developer shall make its own layout of lines and elevations and shall be responsible for the accuracy of both Developer's and Subcontractors' work resulting therefrom.

6.9.3 Developer and all Subcontractors shall take all field dimensions required in performance of the Work and shall verify all dimensions and conditions on the Site. All dimensions affecting proper fabrication and installation of all Work must be verified prior to fabrication by taking field measurements of the true conditions. If there are any discrepancies between dimensions in drawings and existing conditions which will affect the Work, Developer shall bring such discrepancies to the attention of the District and Architect for adjustment before proceeding with the Work. In doing so, it is recognized that Developer is not acting in the capacity of a licensed design professional, and that Developer's examination is made in good faith to facilitate construction and does not create an affirmative responsibility of a design professional to detect errors, omissions or inconsistencies in the Contract Documents or to ascertain compliance with applicable laws, building codes or regulations. However, nothing in this provision

shall abrogate Developer's responsibilities for discovering and reporting any error, inconsistency, or omission pursuant to the Contract within Developer's standard of care including, without limitation, any applicable laws, ordinance, rules, or regulations. Following receipt of written notice from Developer, the District and/or Architect shall inform Developer what action, if any, Developer shall take with regard to such discrepancies.

6.9.4 All costs caused by noncompliant, defective, or delayed Work shall be borne by Developer, inclusive of repair work. Schedule delays resulting from unauthorized work shall be Developer's responsibility.

6.9.5 Developer shall not endanger any work performed by it or anyone else by cutting, excavating, or otherwise altering work and shall not cut or alter work of any other contractor except with consent of District.

6.10 Notifications

6.10.1 Developer shall notify the Architect and Project Inspector, in writing, of the commencement of construction of each and every aspect of the Work at least 48 hours in advance by submitting form DSA 156 (or the most current version applicable at the time the Work is performed) to the Project Inspector. Forms are available on the DSA's website at: http://www.dgs.ca.gov/dsa/Forms.aspx.

6.10.2 Developer shall notify the Architect and Project Inspector, in writing, of the completion of construction of each and every aspect of the Work at least 48 hours in advance by submitting form DSA 156 (or the most current version applicable at the time the Work is performed) to the Project Inspector.

6.11 Obtaining of Permits, Licenses and Registrations

6.11.1 Developer shall secure and pay for any permits (except DSA), licenses, registrations, approvals, and certificates necessary for prosecution of Work, including but not limited to those listed in the Special Conditions, **Exhibit D-1**, if any, before the date of the commencement of the Work or before the permits, licenses, registrations, approvals and certificates are legally required to continue the Work without interruption. Developer shall obtain and pay, only when legally required, for all licenses, approvals, registrations, permits, inspections, and inspection certificates required to be obtained from or issued by any authority having jurisdiction over any part of the Work included in the Contract Documents. All final permits, licenses, registrations, approvals and certificates shall be delivered to District before demand is made for final payment. The costs associated with said permits, licenses, registrations, approvals and certificates shall be direct reimbursement items and are not subject to any markup.

6.11.2 General Permit For Storm Water Discharges Associated With Construction and Land Disturbance Activities.

6.11.2.1 Developer acknowledges that all California school districts are obligated to develop and implement the following requirements for the discharge of storm water to surface waters from its construction and land disturbance activities pursuant to the Clean Water Act and Porter Cologne Water Quality Act. District has determined that the construction of this Project requires enrollment in the Construction Storm Water

Permit. District has filed certain submittals referred to as Permit Registration Documents ("PRDS") with the Regional Water Control Board ("Storm Water Pollution Prevention Plan" or "SWPPP").

6.11.2.2 Developer shall comply with any District SWPPP that is approved by the District and applicable to the Project, at no additional cost to the District. Developer shall pay any fees and any penalties that may imposed by a regulatory agency for its non-compliance with the SWPPP during the course of Work.

6.11.2.3 Developer shall provide a Qualified Storm Water Practitioner ("QSP") at no additional cost to the District, who shall perform on-site inspections and implement and monitor any and all SWPPP requirements applicable to the Project, including required visual observations, sampling, analysis, reporting and record keeping, including of Total Maximum Daily Loads ("TMDL") of pollutants and construction dewatering and discharge, and Best Management Practices ("BMPs").

6.12 Royalties and Patents

6.12.1 Developer shall obtain and pay, when legally required, all royalties and license fees necessary for prosecution of Work before the earlier of the date of the commencement of the Work or the date the license is legally required to continue the Work without interruption. Developer shall defend suits or claims of infringement of patent, copyright, or other rights and shall hold the District, Construction Manager and the Architect harmless and indemnify them from loss on account thereof except when a particular design, process, or make or model of product is required by the Contract Documents. However, if Developer has reason to believe that the required design, process, or product is an infringement of a patent or copyright, Developer shall indemnify and defend the District, Construction Manager and Architect against any loss or damage.

6.12.2 The review by the District, Construction Manager or Architect of any method of construction, invention, appliance, process, article, device, or material of any kind shall be only as to its adequacy for the Work and shall not constitute approve use by Developer in violation of any patent or other rights of any person or entity.

6.13 Work to Comply With Applicable Laws and Regulations

6.13.1 Developer shall give all notices and comply with the following specific laws, ordinances, rules, and regulations and all other applicable laws, ordinances, rules, and regulations bearing on conduct of Work as indicated and specified, including but not limited to the appropriate statutes and administrative code sections. If Developer observes that Drawings and Specifications are at variance with any applicable laws, ordinances, rules and regulations, or should Developer become aware of the development of conditions not covered by Contract Documents that may result in finished Work being at variance therewith, Developer shall promptly notify District in writing and any changes deemed necessary by District shall be made as provided in this **Exhibit D** for changes in Work.

6.13.1.1 National Electrical Safety Code, U. S. Department of Commerce

6.13.1.2 National Board of Fire Underwriters' Regulations

6.13.1.3 International Building Code, latest addition, and the California Code of Regulations, title 24, and other amendments

6.13.1.4 Manual of Accident Prevention in Construction, latest edition, published by A.G.C. of America

6.13.1.5 Industrial Accident Commission's Safety Orders, State of California

6.13.1.6 Regulations of the State Fire Marshall (title 19, California Code of Regulations) and Pertinent Local Fire Safety Codes

6.13.1.7 Americans with Disabilities Act

6.13.1.8 Education Code of the State of California

6.13.1.9 Government Code of the State of California

6.13.1.10 Labor Code of the State of California, division 2, part 7, Public Works and Public Agencies

6.13.1.11 Public Contract Code of the State of California

6.13.1.12 California Art Preservation Act

6.13.1.13 U. S. Copyright Act

6.13.1.14 U. S. Visual Artists Rights Act

6.13.2 Developer shall comply with all applicable mitigation measures, if any, adopted by any public agency or local utility with respect to this Project pursuant to the California Environmental Quality Act (Public Resources Code section 21000 et seq.).

6.13.3 If Developer performs any Work that it knew, or through exercise of reasonable care should have known, to be contrary to any applicable laws, ordinance, rules, or regulations, Developer shall bear all costs arising therefrom and arising from the correction of said Work.

6.13.4 Where Specifications or Drawings state that materials, processes, or procedures must be approved by the DSA, State Fire Marshall, or other body or agency, Developer shall use its best efforts to satisfy the requirements of such bodies or agencies applicable at the time the Work is performed, and as determined by those bodies or agencies.

6.13.5 [Reserved]

6.14 Safety/Protection of Persons and Property

6.14.1 Developer will be solely and completely responsible for conditions of the Site, including safety of all persons and property during performance of the Work. This requirement will apply continuously and not be limited to normal working hours.

6.14.2 Developer to provide safe access for staff and students at any time, and to provide barricades, sound walls, signage, fencing, and other reasonably necessary protective measures, as necessary, to protect staff and students during construction.

6.14.3 The wearing of hard hats will be mandatory at all times for all personnel on Site. Developer shall supply sufficient hard hats to properly equip all employees and visitors.

6.14.4 Any construction review of Developer's performance is not intended to include review of the adequacy of Developer's safety measures in, on, or near the Site.

6.14.5 Implementation and maintenance of safety programs shall be the sole responsibility of Developer.

6.14.6 Developer shall furnish to the District a copy of Developer's safety plan within the time frame indicated in the Contract Documents and specifically adapted for the Project.

6.14.7 Developer shall be responsible for all damages to persons or property that occur as a result of its fault or negligence in connection with the prosecution of the Contract Documents and shall take all necessary measures and be responsible for the proper care and completion and final acceptance by District. All Work shall be solely at Developer's risk.

6.14.8 Developer shall take, and require Subcontractors to take, all necessary precautions for safety of workers on the Project and shall comply with all applicable federal, state, local, and other safety laws, standards, orders, rules, regulations, and building codes to prevent accidents or injury to persons on, about, or adjacent to premises where Work is being performed and to provide a safe and healthful place of employment. Developer shall furnish, erect, and properly maintain at all times, all necessary safety devices, safeguards, construction canopies, signs, nets, barriers, lights, and watchmen for protection of workers and the public and shall post danger signs warning against hazards created by such features in the course of construction.

6.14.9 Hazards Control –Developer shall store volatile wastes in approved covered metal containers and remove them from the Site daily. Developer shall prevent accumulation of wastes that create hazardous conditions. Developer shall provide adequate ventilation during use of volatile or noxious substances.

6.14.10 Developer shall designate a responsible member of its organization on the Project, whose duty shall be to post information regarding protection and obligations of workers and other notices required under occupational safety and health laws, to comply with reporting and other occupational safety requirements, and to protect the life, safety, and health of workers. Name and position of person so designated shall be reported to District by Developer.

6.14.11 Developer shall correct any violations of safety laws, rules, orders, standards, or regulations. Upon the issuance of a citation or notice of violation by the Division of Occupational Safety and Health, Developer shall correct such violation promptly.

6.14.12 Developer shall comply with any District storm water requirements that are approved by the District and applicable to the Project, at no additional cost to the District.

6.14.13 In an emergency affecting safety of life or of work or of adjoining property, Developer, without special instruction or authorization, shall act, at its discretion, to prevent such threatened loss or injury. Any compensation claimed by Developer on account of emergency work shall be determined by agreement.

6.14.14 All salvage materials will become the property of Developer and shall be removed from the Site unless otherwise called for in the Contract Documents. However, the District reserves the right to designate certain items of value that shall be turned over to the District unless otherwise directed by District.

6.14.15 All connections to public utilities and/or existing on-site services, including, without limitation, internet, phone, and data connections, shall be made and maintained in such a manner as to not interfere with the continuing use of same by the District during the entire progress of the Work.

6.14.16 Developer shall provide such heat, covering, and enclosures as are necessary to protect all Work, materials, equipment, appliances, and tools against damage by weather conditions, such as extreme heat, cold, rain, snow, dry winds, flooding, or dampness.

6.14.17 Developer shall protect and preserve the Work from all damage or accident, providing any temporary roofs, window and door coverings, boxings, or other construction as required by the Architect. Developer shall be responsible for existing structures, walks, roads, trees, landscaping, and/or improvements in working areas; and shall provide adequate protection therefor. If temporary removal is necessary of any of the above items, or damage occurs due to the Work, Developer shall replace same at his expense with same kind, quality, and size of Work or item damaged. This shall include any adjoining property of the District and others.

6.14.18 Developer shall take adequate precautions to protect existing roads, sidewalks, curbs, pavements, utilities, adjoining property, and structures (including, without limitation, protection from settlement or loss of lateral support), and to avoid damage thereto, and repair any damage thereto caused by construction operations.

6.14.19 Developer shall confine apparatus, the storage of materials, and the operations of workers to limits indicated by law, ordinances, permits, or directions of Architect, and shall not interfere with the Work or unreasonably encumber Premises or overload any structure with materials. Developer shall enforce all instructions of District and Architect regarding signs, advertising, fires, and smoking, and require that all workers comply with all regulations while on Project Site.

6.14.20 Developer, Developer's employees, Subcontractors, Subcontractors' employees, or any person associated with the Work shall conduct themselves in a manner appropriate for a school site. No verbal or physical contact with neighbors, students, and faculty, profanity, or inappropriate attire or behavior will be permitted. Developer is also responsible for ensuring workers refrain from wearing inappropriate clothing and/or logos on the Project. District may require

Developer to temporarily or permanently remove non-complying persons from Project Site.

6.14.21 Developer shall take care to prevent disturbing or covering any survey markers, monuments, or other devices marking property boundaries or corners. If such markers are disturbed, Developer shall have a civil engineer, registered as a professional engineer in California, replace them at no cost to District.

6.14.22 In the event that Developer enters into any agreement with owners of any adjacent property to enter upon the adjacent property for the purpose of performing the Work, Developer shall fully indemnify, defend, and hold harmless each person, entity, firm, or agency that owns or has any interest in adjacent property. The form and content of the agreement of indemnification shall be approved by the District prior to the commencement of any Work on or about the adjacent property. Developer shall also indemnify the District as provided in the indemnification provision herein. These provisions shall be in addition to any other requirements of the owners of the adjacent property.

6.15 Working Evenings and Weekends

Developer may be required to work increased hours, evenings, and/or weekends at no additional cost to the District. Developer shall give the District forty-eight (48) hours' notice prior to performing any evening and/or weekend work. Developer shall perform all evening and/or weekend work in compliance with all applicable rules, regulations, laws, and local ordinances including, without limitation, all noise and light limitations. Developer shall reimburse the District for any increased or additional Inspector charges as a result of Developer's increased hours, or evening and/or weekend work.

6.16 Cleaning Up

6.16.1 Developer shall provide all services, labor, materials, and equipment necessary for protecting and securing the Work, all school occupants, furnishings, equipment, and building structure from damage until its completion and final acceptance by District. Dust barriers shall be provided to isolate dust and dirt from construction operations. At completion of the Work and portions thereof, Developer shall clean to the original state any areas beyond the Work area that become dust laden as a result of the Work. Developer must erect the necessary warning signs and barricades to ensure the safety of all school occupants. Developer at all times must maintain good housekeeping practices to reduce the risk of fire damage and must make a fire extinguisher, fire blanket, and/or fire watch, as applicable, available at each location where cutting, braising, soldering, and/or welding is being performed or where there is an increased risk of fire.

6.16.2 Developer at all times shall keep Premises, including property immediately adjacent thereto, free from debris such as waste, rubbish (including personal rubbish of workers, e.g., food wrappers, etc.), and excess materials and equipment caused by the Work. Developer shall not leave debris under, in, or about the Premises (or surrounding property or neighborhood), but shall promptly remove same from the Premises on a daily basis. If Developer fails to clean up, District may do so and the cost thereof shall be charged to Developer. If the Contract calls for Work on an existing facility, Developer shall also perform specific clean-up on or about the Premises upon request by the District as it

deems necessary for continued operations. Developer shall comply with all related provisions of the Specifications.

6.16.3 If the Construction Manager, Architect, or District observes the accumulation of trash and debris, the District will give Developer a 24-hour written notice to mitigate the condition.

6.16.4 Should Developer fail to perform the required clean-up, or should the clean-up be deemed unsatisfactory by the District, the District may, at its sole discretion, then perform the clean-up. All cost associated with the clean-up work (including all travel, payroll burden, and costs for supervision) will be deducted from the Guaranteed Maximum Price.

6.17 No Relief from Obligations Based on Review by Other Persons

6.17.1 Developer shall not be relieved of obligations to perform the Work in accordance with the Contract Documents by act or omission of the District, Architect, Construction Manager, Project Inspector, or DSA or other entities having jurisdiction including, but not limited to, administration of the Contract, review of submittals, or by tests, observation, inspection, or permit /interconnection approvals.

7. Subcontractors

7.1 Developer shall provide the District with information for all of Developer's Subcontracts and Subcontractors as indicated in Developer's Submittals and Schedules Section herein.

7.2 No contractual relationship exists between the District and any Subcontractor, supplier, or sub-subcontractor by reason of the Contract Documents.

7.3 Developer agrees to bind every Subcontractor by terms of the Contract Documents as far as those terms that are applicable to Subcontractor's work including, without limitation, all labor, wage & hour, apprentice and related provisions and requirements. If Developer subcontracts any part of the Work called for by the Contract Documents, Developer shall be as fully responsible to District for acts and omissions of any Subcontractor and of persons either directly or indirectly employed by any Subcontractor, including Subcontractor caused Project delays, as it is for acts and omissions of persons directly employed by Developer. The divisions or sections of the Specifications and/or the arrangements of the drawings are not intended to control Developer in dividing the Work among Subcontractors or limit the work performed by any trade.

7.4 District's consent to, or approval of, or failure to object to, any Subcontractor under the Contract Documents shall not in any way relieve Developer of any obligations under the Contract Documents and no such consent shall be deemed to waive any provisions of the Contract Documents.

7.5 Developer is directed to familiarize itself with sections 1720 through 1861 of the Labor Code of the State of California, as regards the payment of prevailing wages and related issues, and to comply with all applicable requirements therein including, without limitation, section 1775 and Developer's and Subcontractors' obligations and liability for violations of prevailing wage law and other applicable laws.

7.6 Developer shall be responsible for the coordination of the trades, Subcontractors, sub-subcontractors, and material or equipment suppliers working on the Project.

7.6.1 Developer is responsible for ensuring that first-tier Subcontractors holding C-4, C-7, C-10, C-16, C-20, C-34, C-36, C-38, C-42, C-43, and/or C-46 licenses, are prequalified by the District to work on the Project pursuant to Public Contract Code section 20111.6.

7.6.2 Developer is responsible for ensuring that all Subcontractors are properly registered as public works contractors by the Department of Industrial Relations.

7.7 Developer is solely responsible for settling any differences between Developer and its Subcontractor(s) or between Subcontractors.

7.8 Developer must include in all of its subcontracts the assignment provisions indicated in the Termination section of these Construction Provisions.

8. Other Contracts/Contractors

8.1 District reserves the right to let other contracts, and/or to perform work with its own forces, in connection with the Project. Developer shall afford other contractors reasonable opportunity for introduction and storage of their materials and execution of their work and shall properly coordinate and connect Developer's Work with the work of other contractors.

8.2 Developer shall protect the work of any other contractor that Developer encounters while working on the Project.

8.3 If any part of Developer's Work depends for proper execution or results upon work of District or any other contractor, Developer shall visually inspect, and with reasonable effort, physically inspect all accessible portions of District's or any other contractor's work and, before proceeding with its Work, promptly report to the District in writing any defects in District's or any other contractor's work that render Developer's Work unsuitable for proper execution and results. Developer shall be held accountable for damages to District for District's or any other contractor's work that Developer failed to inspect or should have inspected. Developer's failure to inspect and report shall constitute Developer's acceptance of all District's or any other contractor's work as fit and proper for reception of Developer's Work, except as to defects that may develop in District's or any other contractor's work after execution of Developer's Work and not caused by execution of Developer's Work.

8.4 To ensure proper execution of its subsequent Work, Developer shall measure and inspect Work already in place and shall at once report to the District in writing any discrepancy between that executed Work and the Contract Documents.

8.5 Developer shall ascertain to its own satisfaction the scope of the Project and nature of District's or any other contracts that have been or may be awarded by District in prosecution of the Project to the end that Developer may perform under the Contract in light of the other contracts, if any.

8.6 Nothing herein contained shall be interpreted as granting to Developer exclusive occupancy of the Site, the Premises, or of the Project. Developer shall not cause any unnecessary hindrance or delay to the use and/or operation(s) of the Premises and/or to District or any other contractor working on the Project. If

simultaneous execution of any contract or Premises operation is likely to cause interference with performance of Developer's obligations under the Contract Documents, Developer shall coordinate with those contractor(s), person(s), and/or entity(s) and shall notify the District of the resolution.

9. Drawings and Specifications

9.1 A complete list of all Drawings that form a part of the Contract Documents are to be found as an index on the Drawings themselves, and/or may be provided to Developer and/or in the Table of Contents.

9.2 Materials or Work described in words that so applied have a well-known technical or trade meaning shall be deemed to refer to recognized standards, unless noted otherwise.

9.3 Trade Name or Trade Term

It is not the intention of the Contract Documents to go into detailed descriptions of any materials and/or methods commonly known to the trade under "trade name" or "trade term." The mere mention or notation of "trade name" or "trade term" shall be considered a sufficient notice to Developer that it will be required to complete the work so named, complete, finished, and operable, with all its appurtenances, according to the best practices of the trade.

9.4 The naming of any material and/or equipment shall mean furnishing and installing of same, including all incidental and accessory items thereto and/or labor therefor, as per best practices of the trade(s) involved, unless specifically noted otherwise.

9.5 Contract Documents are complementary, and what is called for by one shall be binding as if called for by all. As such, Drawings and Specifications are intended to be fully cooperative and to agree. However, if Developer observes that Drawings and Specifications are in conflict with the Contract Documents, Developer shall promptly notify District and Architect in writing, and any necessary changes shall be made as provided in the Contract Documents.

9.6 Figured dimensions shall be followed in preference to scaled dimensions, and Developer shall make all additional measurements necessary for the work and shall be responsible for their accuracy. Before ordering any material or doing any work, each Developer shall verify all measurements at the building and shall be responsible for the correctness of same.

9.7 Should any question arise concerning the intent or meaning of the Contract Documents, including the Plans and Specifications, the question shall be submitted to the District for interpretation. If a conflict exists in the Contract Documents, these Construction Provisions shall control over the Facilities Lease, which shall control over the Site Lease, which shall control over Division 1 Documents, which shall control over Division 2 through Division 49 documents, which shall control over figured dimensions, which shall control over large-scale drawings, which shall control over small-scale drawings. In no case shall a document calling for lower quality and/or quantity of material or workmanship control. However, in the case of discrepancy or ambiguity solely between and among the Drawings and Specifications, the discrepancy or ambiguity shall be resolved in favor of the interpretation that will provide District with

the functionally complete and operable Project described in the Drawings and Specifications.

9.8 Drawings and Specifications are intended to comply with all laws, ordinances, rules, and regulations of constituted authorities having jurisdiction, and where referred to in the Contract Documents, the laws, ordinances, rules, and regulations shall be considered as a part of the Contract Documents within the limits specified.

9.9 As required by Section 4-317(c), Part 1, Title 24, CCR: "Should any existing conditions such as deterioration or non-complying construction be discovered which is not covered by the DSA-approved documents wherein the finished work will not comply with Title 24, California Code of Regulations, a construction change document, or a separate set of plans and specifications, detailing and specifying the required repair work shall be submitted to and approved by DSA before proceeding with the repair work."

9.10 Ownership of Drawings

All copies of Plans, Drawings, Designs, Specifications, and copies of other incidental architectural and engineering work, or copies of other Contract Documents furnished by District, are the property of District. They are not to be used by Developer in other work and, with the exception of signed sets of Contract Documents, are to be returned to District on request at completion of Work, or may be used by District as it may require without any additional costs to District. Neither Developer nor any Subcontractor, or material or equipment supplier shall own or claim a copyright in the Drawings, Specifications, and other documents prepared by the Architect. District hereby grants Developer, Subcontractors, sub-subcontractors, and material or equipment suppliers a limited license to use applicable portions of the Drawings prepared for the Project in the execution of their Work under the Contract Documents.

10. Developer's Submittals and Schedules

Developer's submittals shall comply with the provisions and requirements of the Specifications including, without limitation Submittals.

10.1 Schedule of Work, Schedule of Submittals, and Schedule of Values.

10.1.1 Developer shall comply with the construction schedule attached to the Facilities Lease as **Exhibit F** ("Construction Schedule"). [To be attached when available.]

10.1.2 Developer shall be responsible for the development of schedule, cost and resource loading of the schedule, monthly payment requests, and project status reporting requirements of the Contract shall employ computerized Critical Path Method ("CPM") scheduling ("CPM Schedule"). CPM Schedule shall be cost loaded based on Schedule of Values as approved by District.

10.1.3 Developer must provide all schedules both in hard copy and electronically, in a native format (e.g. Microsoft Project or Primavera) approved in advance by the District.

10.1.4 The District will review the schedules submitted and Developer shall make changes and corrections in the schedules as requested by the District and resubmit the schedules until approved by the District.

10.1.5 The District shall have the right at any time to discuss with Developer revisions to the schedule of values if, in the District's sole opinion, the schedule of values does not accurately reflect the value of the Work performed.

10.1.6 All schedules must be approved by the District before Developer can rely on them as a basis for payment.

10.1.7 Within TEN (10) calendar days after the date of the Notice to Proceed with Construction (unless otherwise specified in the Specifications), Developer shall prepare and submit to the District for review, in a form supported by sufficient data to substantiate its accuracy as the District may require:

10.1.7.1 Preliminary Schedule

A preliminary schedule of construction indicating the starting and completion dates of the various stages of the Work, including any information and following any form as may be specified in the Specifications. Once approved by District, this shall become the Construction Schedule. This schedule shall include and identify all tasks that are on the Project's critical path with a specific determination of the start and completion of each critical path task as well as all Contract milestones and each milestone's completion date(s) as may be required by the District. The Preliminary Schedule shall be time scaled, cost and resource (labor and major equipment) loaded. Accepted cost and resource loaded schedule will be used as basis for monthly progress payments until acceptance of the approved Construction Schedule.

10.1.7.1.1 The District is not required to approve a preliminary schedule of construction with early completion, i.e., one that shows early completion dates for the Work and/or milestones. Developer shall not be entitled to extra compensation if the District approves a Construction Schedule with an early completion date and Developer completes the Project beyond the date shown in the schedule but within the Contract Time. A Construction Schedule showing the Work completed in less than the Contract Time, the time between the early completion date and the end of the Contract Time shall be Float.

10.1.7.1.2 The Developer shall make corrections to schedule necessary to comply with Contract requirements and shall adjust schedule to incorporate any missing information requested by District. Developer shall resubmit Preliminary Schedule if requested by District.

10.1.7.2 Preliminary Schedule of Values

A preliminary schedule of values for all of the Work, which must include quantities and prices of items aggregating the Guaranteed Maximum Price and must subdivide the Work into component parts in sufficient detail to serve as the basis for progress payments during construction. Unless the Special Conditions contain different limits, this preliminary schedule of values shall include, at a minimum, the following information and the following structure:

10.1.7.2.1 Divided into at least the following categories:

10.1.7.2.1.1 Overhead and profit

10.1.7.2.1.2 Supervision

10.1.7.2.1.3 General conditions

10.1.7.2.1.4 Layout

10.1.7.2.1.5 Mobilization

10.1.7.2.1.6 Submittals

10.1.7.2.1.7 Bonds and insurance

10.1.7.2.1.8 Close-out/Certification documentation

10.1.7.2.1.9 Demolition

10.1.7.2.1.10 Installation

10.1.7.2.1.11 Rough-in

10.1.7.2.1.12 Finishes

10.1.7.2.1.13 Testing

10.1.7.2.1.14 Punch list and District acceptance

10.1.7.2.2 And also divided by each of the following areas:

10.1.7.2.2.1 Site work

10.1.7.2.2.2 By each phase and/or building, as applicable

10.1.7.2.2.3 By each floor

10.1.7.2.3 The preliminary schedule of values shall not provide for values any greater than the following percentages of the Contract value:

10.1.7.2.3.1 Mobilization and layout combined to equal not more than 1%.

10.1.7.2.3.2 Submittals, samples and shop drawings combined to equal not more than 3%.

10.1.7.2.3.3 Bonds and insurance combined to equal not more than 2.65%.

10.1.7.2.3.4 Closeout documentation shall have a value in the preliminary schedule of not less than 3%.

10.1.7.2.4 Notwithstanding any provision of the Contract Documents to the contrary, payment of Developer's overhead,

supervision, general conditions costs, and profit, as reflected in the Cost Breakdown, shall be paid based on percentage complete, with the disbursement of Progress Payments and the Final Payment.

10.1.7.2.5 Developer shall certify that the preliminary schedule of values as submitted to the District is accurate and reflects the costs as developed in preparing Developer's bid. For example, without limiting the foregoing, Developer shall not "front-load" the preliminary schedule of values with dollar amounts greater than the value of activities performed early in the Project.

10.1.7.2.6 The preliminary schedule of values shall be subject to the District's review and approval of the form and content thereof. In the event that the District objects to any portion of the preliminary schedule of values, the District shall notify Developer, in writing, of the District's objection(s) to the preliminary schedule of values. Within five (5) calendar days of the date of the District's written objection(s), Developer shall submit a revised preliminary schedule of values to the District for review and approval. The foregoing procedure for the preparation, review and approval of the preliminary schedule of values shall continue until the District has approved the entirety of the preliminary schedule of values.

10.1.7.2.7 Once the preliminary schedule of values is approved by the District, this shall become the Schedule of Values. The Schedule of Values shall not be thereafter modified or amended by Developer without the prior consent and approval of the District, which may be granted or withheld in the sole discretion of the District.

10.1.7.3 Schedule of Values

The Developer shall provide for District review and approval prior to commencement of the Work a schedule of values for all of the Work, which includes quantities and prices of items aggregating the Guaranteed Maximum Price and subdivided into component parts as per specifications. The Schedule of Values shall not be modified or amended by the Developer without the prior consent and approval of the District, which may be granted or withheld in the sole discretion of the District. The District shall have the right at any time to revise the schedule of values if, in the District's sole opinion, the schedule of values does not accurately reflect the value of the Work performed.

10.1.7.4 Preliminary Schedule of Submittals

A preliminary schedule of submittals, including Shop Drawings, Product Data, and Samples submittals. Once approved by District, this shall become the Submittal Schedule. All submittals may be reviewed by District in ProCore and shall be forwarded to the Architect by the date indicated on the approved Submittal Schedule, unless an earlier date is necessary to maintain the Construction Schedule, in which case those submittals shall be forwarded to the District so as not to delay the

Construction Schedule. Upon request by the District, Developer shall provide an electronic copy of all submittals to the District. All submittals shall be submitted no later than ninety (90) days after the Notice to Proceed with Construction.

10.1.7.5 Safety Plan

Developer's Safety Plan specifically adapted for the Project shall comply with the following requirements:

10.1.7.5.1 All applicable requirements of California Division of Occupational Safety and Health ("Cal/OSHA") and/or of the United States Occupational Safety and Health Administration ("OSHA").

10.1.7.5.2 All provisions regarding Project safety, including all applicable provisions in these Construction Provisions.

10.1.7.5.3 Developer's Safety Plan shall be in English and in the language(s) of Developer's and its Subcontractors' employees.

10.1.7.6 Update Registered Subcontractor List

The name, address, telephone number, facsimile number, California State Contractors License number, classification, DIR registration number, and monetary value of all Subcontracts of any tier for parties furnishing labor, material, or equipment for completion of the Project.

10.2 Monthly Progress Schedule(s)

10.2.1 Developer shall provide Monthly Progress Schedule(s) to the District. A Monthly Progress Schedule shall update the approved Construction Schedule or the last Monthly Progress Schedule, showing all work completed and to be completed as well as updating the Registered Subcontractors List. The monthly Progress Schedule shall be sent as noted below and, if also requested by District, within the timeframe requested by the District and shall be in a format acceptable to the District and contain a written narrative of the progress of work that month and any changes, delays, or events that may affect the work. The process for District approval of the Monthly Progress Schedule shall be the same as the process for approval of the Construction Schedule.

10.2.2 Developer shall submit Monthly Progress Schedule(s) with all payment applications.

10.2.3 Developer must provide all schedules both in hard copy and electronically in a native format (e.g., Microsoft Project or Primavera), approved in advance by District.

10.2.4 A meeting will be held on approximately the twenty-fifth (25th) of each month to review the schedule update submittal and progress payment application. These meetings are considered a critical component of overall monthly schedule update submittal and Developer shall have appropriate personnel attend. At a minimum, these meetings shall be attended by Developer's General Superintendent and Scheduler.

10.2.5 District will review the schedules submitted and Developer shall make changes and corrections in the schedules as requested by the District and resubmit the schedules within five (5) working days until approved by the District.

10.2.6 District shall have the right at any time to discuss with Developer revisions to the schedule of values if, in the District's sole opinion, the schedule of values does not accurately reflect the value of the Work performed.

10.2.7 All schedules must be approved by the District before Developer can rely on them as a basis for payment. District shall use best efforts to approve all submittals and schedules on or before fourteen (14) days after presentation of the same from Developer, providing there are no extenuating circumstances, and no such approval shall be unreasonably withheld by District.

10.2.8 Neither updating, changing or revising of any report, curve, schedule, or narrative submitted to District by Developer under this Contract, nor District's review or acceptance of any such report, curve, schedule or narrative shall have the effect of amending or modifying in any way the Completion Date or milestone dates or of modifying or limiting in any way Developer's obligations under this Contract.

10.3 Weekly Schedule Report

At the Weekly Progress Meeting, the Developer shall provide and present a time-scaled three (3) week look-ahead schedule that is based and correlated by activity number to the current schedule (i.e., Initial, Original CPM, or Schedule Update).

10.4 Daily Construction Reports

On a daily basis, Developer shall submit a daily activity report to District for each workday, including weekends and holidays when worked. Developer shall develop the daily construction reports on a computer-generated database capable of sorting daily Work, manpower, and man-hours by Developer, Subcontractor, area, sub-area, and Change Order Work. Upon request of District, Developer shall furnish a USB flash drive of this database. Developer shall obtain District's written approval of the daily construction report database format prior to implementation. At minimum, Developer shall include in the reports:

10.4.1 Project name and Project number.

10.4.2 Developer's name and address.

10.4.3 Weather, temperature, and any unusual site conditions.

10.4.4 Brief description and location of the day's scheduled activities and any special problems and accidents, including Work of Subcontractors.

10.4.5 Descriptions shall be referenced to CPM scheduled activities.

10.4.6 Worker quantities for its own Work force and for Subcontractors of any tier.

10.4.7 Equipment, other than hand tools, utilized by Developer and Subcontractors.

10.5 Material Safety Data Sheets (MSDS)

Developer is required to ensure Material Safety Data Sheets are available in a readily accessible place at the Site for any material requiring a Material Safety Data Sheet per the federal "Hazard Communication" standard, or employees' "right to know" law. Developer is also required to ensure proper labeling on substances brought onto the job site and that any person working with the material or within the general area of the material is informed of the hazards of the substance and follows proper handling and protection procedures. Two additional copies of the Material Safety Data Sheets shall also be submitted directly to the District.

10.4 Submittals

10.4.1 Architect's favorable review shall neither be construed as a complete check nor relieve Developer, Subcontractor, manufacturer, fabricator, or supplier from responsibility for any deficiency that may exist or from any departures or deviations from the requirements of the Contract Documents unless Developer has, in writing, called Architect's attention to the deviations at the time of submission and the Architect has given specific written response. "Favorable review" shall mean merely that Architect has no objection to Developer using, upon Developer's own full responsibility, plan or method of Work proposed, or furnishing materials or equipment proposed.

11. Site Access, Conditions, And Requirements

11.1 Site Investigation

Developer has made a careful investigation of the Site and is familiar with the requirements of the Contract Documents and has accepted the readily observable, existing conditions of the Site.

11.2 Soils Investigation Report

When a soils investigation report obtained from test holes at Site or for the Project is available, that report may be made available to Developer but shall not be a part of this Contract but shall not alleviate or excuse Developer's obligation to perform its own investigation. Any information obtained from that report or any information given on Drawings as to subsurface soil condition or to elevations of existing grades or elevations of underlying rock is approximate only, is not guaranteed, does not form a part of this Contract, and Developer may not rely thereon. Developer acknowledges that it has made a visual examination of the Site and has made whatever tests Developer deems appropriate to determine underground condition of soil. Although any such report is not a part of this Contract, recommendations from the report may be included in the Drawings, Specifications, or other Contract Documents. It is Developer's sole responsibility to thoroughly review all Contract Documents, Drawings, and Specifications.

11.3 Access to Work

District and its representatives shall at all times have access to Work wherever it is in preparation or progress, including storage and fabrication. Developer shall provide safe and proper facilities for such access so that District's representatives may perform their functions. District shall provide Developer adequate advance notice for access to active construction zones such that Developer may provide for safety measures to District and representatives.

11.4 Layout and Field Engineering

11.4.1 All field engineering required for layout of this Work and establishing grades for earthwork operations shall be furnished by Developer at its expense. This Work shall be done by a qualified, California-registered civil engineer or licensed land surveyor approved in writing by District and Architect. Any required Record and/or As-Built Drawings of Site development shall be prepared by the approved civil engineer or licensed land surveyor.

11.4.2 Developer shall be responsible for having ascertained pertinent local conditions such as location, accessibility, and general character of the Site and for having satisfied itself as to the conditions under which the Work is to be performed. District shall not be liable for any claim for allowances because of Developer's error or negligence in acquainting itself with the conditions at the Site.

11.4.3 Developer shall protect and preserve established benchmarks and monuments and shall make no changes in locations without the prior written approval of District. Developer shall replace any benchmarks or monuments that are lost or destroyed subsequent to proper notification of District and with District's approval.

11.5 Utilities

Utilities shall be provided as indicated in the Specifications.

11.6 Sanitary Facilities

Sanitary facilities shall be provided as indicated in the Specifications.

11.7 Surveys

Developer shall provide surveys done by a California-licensed civil engineer or licensed land surveyor to determine locations of construction, grading, and site work as required to perform the Work.

11.8 Regional Notification Center

Developer, except in an emergency, shall contact the appropriate regional notification center at least two (2) days prior to commencing any excavation if the excavation will be conducted in an area or in a private easement that is known, or reasonably should be known, to contain subsurface installations other than the underground facilities owned or operated by the District, and obtain an inquiry identification number from that notification center. No excavation shall be commenced and/or carried out by Developer unless an inquiry identification number has been assigned to Developer or any Subcontractor and Developer has given the District the identification number. Any damages arising from Developer's failure to make appropriate notification shall be at the sole risk and expense of Developer. Any delays caused by failure to make appropriate notification shall be at the sole risk of Developer and shall not be considered for an extension of the Contract Time.

11.9 Existing Utility Lines

11.9.1 Pursuant to Government Code section 4215, District assumes the responsibility for removal, relocation, and protection of main or trunk utility lines

and facilities located on the construction Site at the time of commencement of construction under the Contract Documents with respect to any such utility facilities that are not identified in the Plans and Specifications. Developer shall not be assessed for liquidated damages for delay in completion of the Project caused by failure of District or the owner of a utility to provide for removal or relocation of such utility facilities.

11.9.2 Locations of existing utilities provided by District shall not be considered exact, but approximate within a reasonable margin and shall not relieve Developer of its responsibilities to exercise reasonable care and to pay all costs of repair due to Developer's failure to do so. District shall compensate Developer for the costs of locating, repairing damage not due to the failure of Developer to exercise reasonable care, and removing or relocating such utility facilities not indicated in the Plans and Specifications with reasonable accuracy, and for equipment necessarily idle during such work.

11.9.3 No provision herein shall be construed to preclude assessment against Developer for any other delays in completion of the Work. Nothing in this Article shall be deemed to require District to indicate the presence of existing service laterals, appurtenances, or other utility lines, within the exception of main or trunk utility lines. Whenever the presence of these utilities on the Site of the construction Project can be inferred from the presence of other visible facilities, such as buildings, meter junction boxes, on or adjacent to the Site of the construction.

11.9.4 If Developer, while performing Work under this Contract, discovers utility facilities not identified by District in Contract Plans and Specifications, Developer shall immediately notify the District and the utility in writing. In the event Developer fails to immediately provide notice and subsequently causes damage to the utility facilities, the cost of repair for damage to above-mentioned discovered facilities shall be borne by Developer.

11.10 Notification

Developer understands, acknowledges and agrees that the purpose for prompt notification to the District pursuant to these provisions is to allow the District to investigate the condition(s) so that the District shall have the opportunity to decide how the District desires to proceed as a result of the condition(s). Accordingly, failure of Developer to promptly notify the District in writing, pursuant to these provisions, shall constitute Developer's waiver of any claim for damages or delay incurred as a result of the condition(s).

11.11 Hazardous Materials

Developer shall comply with all provisions and requirements of the Contract Documents related to hazardous materials including, without limitation, Hazardous Materials Procedures and Requirements.

11.12 No Signs

Neither Developer nor any other person or entity shall display any signs not required by law or the Contract Documents at the Site, fences, trailers, offices, or elsewhere on the Site without specific prior written approval of the District.

12. Trenches

12.1 Trenches Greater Than Five Feet

Pursuant to Labor Code section 6705, if the Guaranteed Maximum Price exceeds $25,000 and involves the excavation of any trench or trenches five (5) feet or more in depth, Developer shall, in advance of excavation, promptly submit to the District and/or a registered civil or structural engineer employed by the District or Architect, a detailed plan showing the design of shoring for protection from the hazard of caving ground during the excavation of such trench or trenches.

12.2 Excavation Safety

If such plan varies from the Shoring System Standards established by the Safety Orders, the plan shall be prepared by a registered civil or structural engineer, but in no case shall such plan be less effective than that required by the Safety Orders. No excavation of such trench or trenches shall be commenced until said plan has been accepted by the District or by the person to whom authority to accept has been delegated by the District.

12.3 No Tort Liability of District

Pursuant to Labor Code section 6705, nothing in this Article shall impose tort liability upon the District or any of its employees.

12.4 No Excavation without Permits

Developer shall not commence any excavation Work until it has secured all necessary permits including the required CalOSHA excavation/shoring permit. Any permits shall be prominently displayed on the Site prior to the commencement of any excavation.

12.5 Discovery of Hazardous Waste and/or Unusual Conditions

12.5.1 Pursuant to Public Contract Code section 7104, if the Work involves digging trenches or other excavations that extend deeper than four feet below the Surface, Developer shall promptly, and before the following conditions are disturbed, notify the District, in writing, of any:

12.5.1.1 Material that Developer believes may be material that is hazardous waste, as defined in section 25117 of the Health and Safety Code, is required to be removed to a Class I, Class II, or Class III disposal site in accordance with provisions of existing law.

12.5.1.2 Subsurface or latent physical conditions at the Site differing from those indicated.

12.5.1.3 Unknown physical conditions at the Project Site of any unusual nature, different materially from those ordinarily encountered and generally recognized as inherent in work of the character provided for in the Contract Documents.

12.5.2 The District shall promptly investigate the conditions, and if it finds that the conditions do materially so differ, or do involve hazardous waste, and cause a decrease or increase in Developer's cost of, or the time required for,

performance of any part of the Work, shall issue a Change Order under the procedures described herein.

12.5.3 In the event that a dispute arises between District and Developer whether the conditions materially differ or cause a decrease or increase in Developer's cost of, or time required for, performance of any part of the Work, Developer shall not be excused from any scheduled completion date provided for by the Contract Documents but shall proceed with all work to be performed under the Contract Documents. Developer shall retain any and all rights provided either by the Contract Documents or by law that pertain to the resolution of disputes and protests.

13. Insurance and Bonds

13.1 Developer's Insurance

Developer shall comply with the insurance requirements as indicated in the Facilities Lease.

13.2 Contract Security – Bonds

13.2.1 Developer shall furnish two surety bonds issued by a California admitted surety insurer as follows:

13.2.1.1 Performance Bond

A bond in an amount at least equal to one hundred percent (100%) of Guaranteed Maximum Price as security for faithful performance of the Contract Documents.

13.2.1.2 Payment Bond

A bond in an amount at least equal to one hundred percent (100%) of the Guaranteed Maximum Price as security for payment of persons performing labor and/or furnishing materials in connection with this Contract.

13.2.2 Cost of bonds shall be included in the Guaranteed Maximum Price.

13.2.3 All bonds related to this Project shall be in the forms set forth in these Contract Documents and shall comply with all requirements of the Contract Documents, including, without limitation, the bond forms.

14. Warranty/Guarantee/Indemnity

14.1 Warranty/Guarantee

14.1.1 Developer shall obtain and preserve for the benefit of the District, manufacturer's warranties on materials, fixtures, and equipment incorporated into the Work.

14.1.2 In addition to guarantees and warranties required elsewhere, Developer shall, and hereby does guarantee and warrant all Work furnished on the job against all defects for a period of ONE (1) year after the later of the following dates, unless a longer period is provided for in the Contract Documents:

14.1.2.1 The acceptance by the District's governing board of the Work, subject to these General Conditions, or

14.1.2.2 The date that commissioning for the Project, if any, was completed.

14.1.3 If any work is not in compliance with the Drawings and Specifications, Developer shall repair or replace any and all of that Work, together with any other Work that may be displaced in so doing, that may prove defective in workmanship and/or materials within a ONE (1) year period from date of completion as defined above, unless a longer period is provided for in the Contract Documents, without expense whatsoever to District.

14.1.4 In the event of failure of Developer and/or Surety to commence and pursue with diligence said replacements or repairs within ten (10) days after being notified in writing, Developer and Surety hereby acknowledge and agree that District is authorized to proceed to have defects repaired and made good at expense of Developer and/or Surety who hereby agree to pay costs and charges therefore immediately on demand.

14.1.5 If any work is not in compliance with the Drawings and Specifications and if in the opinion of District said defective work creates a dangerous condition or requires immediate correction or attention to prevent further loss to District or to prevent interruption of District operations, District will attempt to give the notice required above. If Developer or Surety cannot be contacted or neither complies with District's request for correction within a reasonable time as determined by District, District may, notwithstanding the above provision, proceed to make any and all corrections and/or provide attentions the District believes are necessary. The costs of correction or attention shall be charged against Developer and Surety of the guarantees or warranties provided in this Article or elsewhere in this Contract.

14.1.6 The above provisions do not in any way limit the guarantees or warranties on any items for which a longer guarantee or warranty is specified or on any items for which a manufacturer gives a guarantee or warranty for a longer period. Developer shall furnish to District all appropriate guarantee or warranty certificates as indicated in the Specifications or upon request by District.

14.1.7 Nothing herein shall limit any other rights or remedies available to District.

14.2 Indemnity

Developer shall indemnify the District as indicated in the Facilities Lease.

15. Time

15.1 Notice to Proceed with Construction

15.1.1 District may issue a Notice to Proceed with Construction ("NTP 2") within ninety (90) days from the date of the Notice of Award after Guaranteed Maximum Price. Once Developer has received the Notice to Proceed with Construction, Developer shall complete the Work within the period of time indicated in the Contract Documents.

15.1.2 In the event that the District desires to postpone issuing the Notice to Proceed with Construction beyond ninety (90) days from the date of the Notice of Award after Guaranteed Maximum Price, it is expressly understood that with reasonable notice to Developer, the District may postpone issuing the Notice to Proceed with Construction. It is further expressly understood by Developer that Developer shall not be entitled to any claim of additional compensation as a result of the postponement of the issuance of the Notice to Proceed with Construction.

15.1.3 If Developer believes that a postponement of issuance of the Notice to Proceed with Construction will cause a hardship to Developer, Developer may terminate the Contract. Developer's termination due to a postponement shall be by written notice to District within ten (10) days after receipt by Developer of District's notice of postponement. It is further understood by Developer that in the event that Developer terminates the Contract as a result of postponement by the District, the District shall only be obligated to pay Developer for the Work that Developer had performed at the time of notification of postponement.

15.2 Computation of Time / Adverse Weather

15.2.1 Developer will only be allowed a time extension for Adverse Weather conditions if requested by Developer in compliance with the time extension request procedures herein and only if all of the following conditions are met:

15.2.1.1 The weather conditions constitute Adverse Weather, as defined herein;

15.2.1.2 Developer can verify that the Adverse Weather caused delays in excess of five (5) hours of the indicated labor required to complete the scheduled tasks of Work on the day affected by the Adverse Weather;

15.2.1.3 Developer's crew is dismissed as a result of the Adverse Weather;

15.2.1.4 Said delay adversely affect the critical path in the Construction Schedule; and

15.2.1.5 Exceeds twelve (12) days of delay per year.

15.2.2 If the aforementioned conditions are met, a non-compensable day-for-day extension will only be allowed for those days in excess of those indicated herein.

15.2.3 Developer shall work seven (7) days per week, if necessary, irrespective of inclement weather, to maintain access and the Construction Schedule, and to protect the Work under construction from the effects of Adverse Weather, all at no further cost to the District.

15.2.4 The Contract Time has been determined with consideration given to the average climate weather conditions prevailing in the County in which the Project is located.

15.3 Hours of Work

15.3.1 Sufficient Forces

Developer and Subcontractors shall continuously furnish sufficient and competent work forces with the required levels of familiarity with the Project and skill, training and experience to ensure the prosecution of the Work in accordance with the Construction Schedule.

15.3.2 Performance During Working Hours

Work shall be performed during regular working hours as permitted by the appropriate governmental agency except that in the event of an emergency, or when required to complete the Work in accordance with job progress, Work may be performed outside of regular working hours with the advance written consent of the District and approval of any required governmental agencies.

15.3.3 No Work during State Testing

Developer shall, at no additional cost to the District and at the District's request, coordinate its Work to not disturb District students including, without limitation, not performing any Work when students at the Site are taking State or Federally-required tests. The District or District's Representative will provide Developer with a schedule of test dates concurrent with the District's issuance of the Notice to Proceed with Construction, or as soon as test dates are made available to the District.

15.4 Progress and Completion

15.4.1 Time of the Essence

Time limits stated in the Contract Documents are of the essence to the Contract Documents. By executing the Facilities Lease, Developer confirms that the Contract Time is a reasonable period for performing the Work.

15.4.2 No Commencement Without Insurance or Bonds

Developer shall not commence operations on the Project or elsewhere prior to the effective date of insurance and bonds. The date of commencement of the Work shall not be changed by the effective date of such insurance or bonds. If Developer commences Work without insurance and bonds, all Work is performed at Developer's peril and shall not be compensable until and unless Developer secures bonds and insurance pursuant to the terms of the Contract Documents and subject to District claim for damages.

15.5 Schedule

Developer shall provide to District, Construction Manager, and Architect a schedule in conformance with the Contract Documents and as required in these Construction Provisions.

15.6 Expeditious Completion

Developer shall proceed expeditiously with adequate forces and shall achieve Completion within the Contract Time.

16. Extensions of Time – Liquidated Damages, Excusable Delays

16.1 Liquidated Damages

Developer and District hereby agree that the exact amount of damages for failure to complete the Work within the time specified is extremely difficult or impossible to determine. If the Work is not completed within the time specified in the Contract Documents, it is understood that the District will suffer damage. It being impractical and unfeasible to determine the amount of actual damage, it is agreed Developer shall pay to District as fixed and liquidated damages, and not as a penalty, the amount set forth in the Facilities Lease for each calendar day of delay in Completion. Developer and its Surety shall be liable for the amount thereof pursuant to Government Code section 53069.85.

16.2 Excusable Delay

16.2.1 Developer shall not be charged for liquidated damages because of any delays in completion of the Work which are not the fault of Developer or its Subcontractors, including without limitation, adverse weather delays, strikes, acts of God as defined in Public Contract Code section 7105, acts of enemy, epidemics, and quarantine restrictions. Developer shall, within five (5) calendar days of beginning of any delay, including a Force Majeure event, notify District in writing of causes of delay including documentation and facts explaining the delay and the direct correlation between the cause and effect ("Notice of Delay"). If Developer fails to provide its written Notice of Delay within this timeframe, Developer waives, releases, and discharges any right to assert or claim any entitlement to an adjustment to the Guaranteed Maximum Price and/or the Contract Time based on circumstances giving rise to the asserted delay. District shall review the facts and extent of any delay and shall grant extension(s) of time for completing Work when, in its judgment, the findings of fact justify an extension. Extension(s) of time shall apply only to that portion of Work affected by delay and shall not apply to other portions of Work not so affected. An extension of time may only be granted if Developer has timely submitted the Construction Schedule as required herein.

16.2.2 Developer's Notice of Delay and request for a time extension pursuant to subparagraph 16.2 is a condition precedent to Developer's submittal of and/or entitlement to a claim pursuant to Article 25 of these Construction Provisions. Developer shall notify the District pursuant to the Claims Process in these Construction Provisions of any anticipated delay and its cause. Following submission of a claim, the District may determine whether the delay is to be considered avoidable or unavoidable, how long it continues, and to what extent the prosecution and completion of the Work might be delayed thereby.

16.2.3 In the event Developer requests an extension of Contract Time for unavoidable delay as set forth in subparagraph 16.2.1, such request shall be submitted in accordance with the provisions in the Contract Documents governing changes in Work, including without limitation, the time requirements set forth in subsection 17.5, below. When requesting time, requests must be submitted with full justification and documentation, including both a written narrative and a schedule diagram depicting how the changed Work affects other schedule activities. The schedule diagram shall show how the Developer proposes to incorporate the changed Work in the schedule and how it impacts the current schedule-update critical path. If Developer fails to submit

justification, it waives its right to a time extension at a later date. Such justification must be based on the official Construction Schedule as updated at the time of occurrence of the delay or execution of Work related to any changes to the Scope of Work. Any request for a time extension must include the following information as support, without limitation:

16.2.3.1 The duration of the activity relating to the changes in the Work and the resources (manpower, equipment, material, etc.) required to perform the activities within the stated duration.

16.2.3.2 Specific logical ties to the Contract Schedule for the proposed changes and/or delay showing the activity/activities in the Construction Schedule that are affected by the change and/or delay. In particular, Developer must show an actual impact to the schedule, after making a good faith effort to mitigate the delay by rescheduling the work, by providing an analysis of the schedule ("Time Impact Analysis"). Such Time Impact Analysis shall describe in detail the cause and effect of the delay and the impact on the critical dates in the Project schedule and main sequence of schedule activities to enable District to evaluate the impact of changed Work to the scheduled critical path. (This information must be provided for any portion of any delay of seven (7) days or more.) The Developer shall be responsible for all costs associated with the preparation of Time Impact Analyses.

16.2.4 A recovery schedule must be submitted within twenty (20) calendar days of written notification to the District of causes of delay to recover the lost time within seven (7) calendar days. As part of this submittal, the Developer shall provide a written narrative for each revision made to recapture the lost time. If the revisions include sequence changes, the Developer shall provide a schedule diagram comparing the original sequence to the revised sequence of work. The revisions shall not be incorporated into any schedule update until the revisions have been reviewed by District. At District's discretion, the Developer can be required to provide Subcontractor certifications for revisions affecting said Subcontractors.

16.2.5 Developer must comply with requirements in subsection 16.2 for a Notice of Delay and supporting justification notwithstanding if Developer contends the specific delay period is unknown and continuing. When submitting a Notice of Delay and supporting justification, Developer must provide an estimated delay duration to critical path activities at the time the Notice of Delay and supporting justification is required to be submitted. Failure of the Developer to perform in accordance with the current schedule update shall not be excused by submittal of a Notice of Delay. If Developer contends the delaying event(s) are continuing, Developer must update monthly the estimated delay period with supporting justification.

16.2.6 Developer's failure to timely submit a written Notice of Delay and/or provide the justification required in subparagraph 16.2 shall constitute Developer's waiver of any right to later submit a Proposed Change Order or pursue a Claim on the circumstances giving rise to the request, or to later pursue any additional money or time extensions in any manner related to that issue, regardless of the merits because the Developer will not have satisfied a condition precedent or exhausted administrative remedies required to show entitlement to a Contract Time adjustment. Developer acknowledges that these written

notices and justification requirements are critically important to District's Work, Project management, and evaluating potential options and alternatives to implement mitigation efforts to reduce or eliminate additional Project costs and delays.

16.3 No Additional Compensation for Delays within Developer's Control

16.3.1 Developer is aware that governmental agencies and utilities, including, without limitation, the Division of the State Architect, the Department of General Services, gas companies, electrical utility companies, water districts, and other agencies may have to approve Developer-prepared drawings or approve a proposed installation. Accordingly, Developer has included in the Guaranteed Maximum Price, time for possible review of its drawings and for reasonable delays and damages that may be caused by such agencies, including without limitation delays due to California Environmental Quality Act ("CEQA") compliance. Thus, Developer is not entitled to make a claim for damages for delays arising from the review of Developer's drawings.

16.3.2 Developer shall only be entitled to compensation for delay when all of the following conditions are met:

16.3.2.1 The District is responsible for the delay;

16.3.2.2 The delay is unreasonable under the circumstances involved;

16.3.2.3 The delay was not within the contemplation of the District and Developer;

16.3.2.4 The delay could not have been avoided or mitigated by reasonable diligence; and

16.3.2.5 Developer timely complies with the claims procedure of the Contract Documents.

16.3.3 Where an event for which District is responsible impacts the projected Completion Date, the Developer shall provide a written mitigation plan, including a schedule diagram, which explains how (e.g., increase crew size, overtime, etc.) the impact can be mitigated. The Developer shall also include a detailed cost breakdown of the labor, equipment, and material the Developer would expend to mitigate District-caused time impact. The Developer shall submit its mitigation plan to District within fourteen (14) calendar days from the date of discovery of the impact. The Developer is responsible for the cost to prepare the mitigation plan.

16.3.4 Where a change in the Work extends the Contract Time, Developer may request and recover additional, actual direct costs, provided that Developer can demonstrate such additional costs are:

16.3.4.1 Actually incurred performing the Work;

16.3.4.2 Not compensated by the Markup allowed; and

16.3.4.3 Directly result from the extended Contract Time.

16.3.5 Developer shall comply with all required procedures, documentation and time requirements in the Contract Documents. Developer may not seek or recover such costs using formulas (e.g. Eichleay, labor factors). No time will be granted under this Contract for cumulative effect of changes.

16.4 Force Majeure

"Force Majeure" means any event or circumstance unknown at the time of contracting that is beyond the parties' control and makes performance of the contract impractical or impossible. The Party seeking to have its performance obligation(s) excused must demonstrate that there was such an insuperable interference occurring without the party's intervention as could not have been prevented by the exercise of prudence, diligence, and care, by providing prompt notice to the other Party, including full particulars of such event, of its inability to perform its obligations due to such event, following commencement of the claiming Party's inability to so perform its obligations. To the extent satisfying these conditions, Force Majeure events include the following: acts of God, war, civil unrest, epidemic, fire, smoke, volcanic eruption, earthquake, strike, unusually severe weather, flood, or shortage of transportation facilities, lock out, or commandeering of materials, product, plant, or facilities by the government. Force Majeure shall not be based on a Party's financial inability to perform under this Agreement unless there exists extreme and unreasonable difficulty, expense, injury, or loss involved. A Force Majeure event does not include an act of negligence or intentional wrongdoing by a Party. Any Party claiming a Force Majeure event shall use reasonable diligence to remove the condition that prevents performance and shall not be entitled to suspend performance of its obligations in any greater scope or for any longer duration than is required by the Force Majeure event. Each Party shall use its best efforts to mitigate the effects of such Force Majeure event, remedy its inability to perform, and resume full performance of its obligations hereunder. No obligation that arose before the Force Majeure event that could and should have been fully performed before such Force Majeure event is excused as a result of such Force Majeure event.

16.5 Float or Slack in the Schedule

Float or slack is the amount of time between the early start date and the late start date, or the early finish date and the late finish date, of any of the activities in the schedule. Float or slack is not for the exclusive use of or benefit of either the District or Developer, but its use shall be determined solely by the District.

17. Changes in the Work

17.1 No Changes without Prior Authorization

17.1.1 There shall be no change whatsoever in the Drawings, Specifications, or in the Work without an executed Change Order or a written Construction Change Directive authorized by the District as herein provided. District shall not be liable for the cost of any extra work or any substitutions, changes, additions, omissions, or deviations from the Drawings and Specifications unless the District's governing board has authorized the same and the cost thereof has been approved in writing by Change Order or Construction Change Directive in advance of the changed Work being performed. No extension of time for performance of the Work shall be allowed hereunder unless a request for such extension is made at the time changes in the Work are ordered, and such time duly adjusted and approved in writing in the Change Order or Construction Change Directive. The provisions of the Contract Documents shall apply to all

such changes, additions, and omissions with the same effect as if originally embodied in the Drawings and Specifications.

17.1.2 Developer shall perform immediately all work that has been authorized by a fully executed Change Order or Construction Change Directive. Developer shall be fully responsible for any and all delays and/or expenses caused by Developer's failure to expeditiously perform this Work.

17.1.3 Should any Change Order result in an increase in the Guaranteed Maximum Price or extend the Contract Time, the cost of or length of extension in that Change Order shall be agreed to, in writing, by the District in advance of the work by Developer. In the event that Developer proceeds with any change in Work without a Change Order executed by the District or Construction Change Directive, Developer waives any claim of additional compensation or time for that additional work. Under no circumstances shall Developer be entitled to any claim of additional compensation or time not expressly requested by Developer in a Proposed Change Order or approved by District in an executed Change Order.

17.1.4 A Change Order or Construction Change Directive will become effective when approved by the Board, notwithstanding that Developer has not signed it. A Change Order or Construction Change Directive will become effective without Developer's signature provided District indicates it as a "Unilateral Change Order". Any dispute as to the adjustment in the Guaranteed Maximum Price or Contract Time, if any, of the Unilateral Change Order shall be resolved pursuant to the Payments and Claims Process provisions herein.

17.1.5 Developer understands, acknowledges, and agrees that the reason for District authorization is so that District may have an opportunity to analyze the Work and decide whether the District shall proceed with the Change Order or alter the Project so that a change in Work becomes unnecessary.

17.2 Architect Authority

The Architect will have authority to order minor changes in the Work not involving any adjustment in the Guaranteed Maximum Price, or an extension of the Contract Time, or a change that is inconsistent with the intent of the Contract Documents. These changes shall be effected by written Change Order, Construction Change Directive, or by Architect's response(s) to RFI(s), or by Architect's Supplemental Instructions ("ASI").

17.3 Price Request

17.3.1 Definition of Price Request

A Price Request is a written request prepared by the Architect requesting the Developer to submit to the District and the Architect an estimate of the effect of a proposed change in the Work on the Contract Price and the Contract Time.

17.3.2 Scope of Price Request

A Price Request shall contain adequate information, including any necessary Drawings and Specifications, to enable Developer to provide the cost breakdowns required

herein. The Developer shall not be entitled to any additional compensation for preparing a response to a Price Request, whether ultimately accepted or not.

17.4 Change Orders

17.4.1 A Change Order is a written instrument prepared and issued by the District and/or the Architect and signed by the District (as authorized by the District's Board of Education), Developer, the Architect, and approved by the Project Inspector (if necessary) and DSA (if necessary), stating their agreement regarding all of the following:

17.4.1.1 A description of a change in the Work.

17.4.1.2 The amount of the adjustment in the Guaranteed Maximum Price, if any; and

17.4.1.3 The extent of the adjustment in the Contract Time, if any.

17.5 Proposed Change Order

17.5.1 Definition of Proposed Change Order

A Proposed Change Order ("PCO") is a written request prepared by the Developer requesting that the District and the Architect issue a Change Order based upon a proposed change to the Work, to the Guaranteed Maximum Price, and/or to the Contract Time.

17.5.2 Changes in Guaranteed Maximum Price

A PCO shall include breakdowns and backup documentation pursuant to the provisions herein and sufficient, in the District's judgment, to validate any change in Guaranteed Maximum Price. In no case shall Developer or any of its Subcontractors be permitted to reserve rights for additional compensation for Change Order Work.

17.5.3 Changes in Time

A PCO shall also include any changes in time required to complete the Project. Any additional time requested shall not be the number of days to make the proposed change, but must be based upon the impact to the critical path in the Construction Schedule as defined in the Contract Documents. Developer shall justify the proposed change in time by submittal of a schedule analysis that accurately shows the actual impact, if known, or the estimated impact if unknown, of the change on the critical path of the Construction Schedule ("Time Impact Analysis"). If Developer fails to request a time extension in a PCO, including the Time Impact Analysis, and/or fails to comply with these Construction Provisions including, without limitation, Articles 15, 16, or 17, then Developer is thereafter precluded from requesting, and waives any right to request, an adjustment to the Contract Time or Guaranteed Maximum Price relating to the subject matter of the PCO. In no case shall Developer or any of its Subcontractors be permitted to reserve rights for additional time for Change

Order Work. A PCO that leaves the amount of time requested blank, or states that such time requested is "to be determined," or otherwise not specifically identified, is not permitted and shall also constitute a waiver of any right to request additional time and/or claim a delay.

17.5.4 Allowances

If there is an Allowance, then Developer shall not bill for or be due any portion of an Allowance unless the District has identified specific work, Developer has submitted a price for that work or the District has proposed a price for that work, the District has accepted the cost for that work, and the District has executed an Allowance Expenditure Directive incorporating that work. Allowance Expenditure Directives shall be based on Developer's costs, without overhead and profit, for products, delivery, installation, labor, insurance, payroll, taxes, bonding and equipment rental will be included in Allowance Expenditure Directive authorizing expenditure of funds from the Allowance. No overhead and profit shall be added to the Allowance Expenditure Directive.

Any unused portion of the Allowance will revert to the District documented by a deductive Change Order. Developer authorizes the District to execute a unilateral deductive Change Order at or near the end of the Project for all or any portion of the Allowance not allocated.

17.5.5 Unknown and / or Unforeseen Conditions

Separate from what is provided in the Allowance, if requests an increase in Guaranteed Maximum Price and/or Contract Time that is based at least partially on Developer's assertion that Developer has encountered unknown and/or unforeseen condition(s) on the Project, then Developer shall base the PCO on provable information that, beyond a reasonable doubt and to the District's satisfaction, demonstrates that the unknown and/or unforeseen condition(s) were actually unknown and/or unforeseen and that the condition(s) were reasonably unknown and/or unforeseen. If not, the District shall deny the PCO as unsubstantiated, and the Developer shall complete the Project without any increase in Guaranteed Maximum Price and/or Contract Time based on that PCO.

17.5.6 Time to Submit Proposed Change Order

Developer shall submit its PCO, using the Proposed Change Order Form, within five (5) working days of the date Developer discovers, or reasonably should have discovered, the circumstances giving rise to the PCO, unless additional time to submit a PCO is granted in writing by the District. Time is of the essence in Developer's submission of PCOs so that the District can promptly investigate the basis for the PCO. Accordingly, if Developer fails to submit its PCO within this timeframe, Developer waives, releases, and discharges any right to assert or claim any entitlement to an adjustment of the Guaranteed Maximum Price and/or Contract Time based on circumstances giving rise to the PCO.

17.5.7 Proposed Change Order Certification

In submitting a PCO, Developer certifies and affirms that the cost and/or time request is submitted in good faith, that the cost and/or time request is accurate and in accordance with the provisions of the Contract Documents, and

Developer submits the cost and/or request for extension of time recognizing the significant civil penalties and treble damages which follow from making a false claim or presenting a false claim under Government Code section 12650 et seq.

It is expressly understood that the value of the extra Work or changes expressly includes any and all of Developer's costs and expenses, direct and indirect, resulting from additional time required on the Project or resulting from delay to the Project including, without limitation, cumulative impacts. Developer is not entitled to separately recover amounts for overhead or other indirect costs. Any costs, expenses, damages, or time extensions not included are deemed waived.

17.6 Format for Proposed Change Order

17.6.1 The following format shall be used as applicable by the District and Developer (e.g. Change Orders, PCOs) to communicate proposed additions and/or deductions to the Contract, supported by attached documentation. Any spaces left blank will be deemed no change to cost or time.

	WORK PERFORMED OTHER THAN BY DEVELOPER	**ADD**	**DEDUCT**
(a)	**Material** (attach suppliers' invoice or itemized quantity and unit cost plus sales tax)		
(b)	**Add Labor** (attach itemized hours and rates, fully Burdened, and specify the hourly rate for each additional labor burden, for example, payroll taxes, fringe benefits, etc.)		
(c)	**Add Equipment** (attach suppliers' invoice)		
(d)	**Subtotal**		
(e)	**Add Overhead and Profit for any and all Tiers of Subcontractors**, the total not to exceed ten percent (10%) of Item (d)		
(f)	**Subtotal**		
(g)	**Add General Conditions Cost** (if Time is Compensable) (attach supporting documentation)		
(h)	**Subtotal**		
(i)	**Add Overhead and Profit for Developer**, not to exceed three and one-fourth percent (3.25%) of Item (h)		
(j)	**Subtotal**		
(k)	**Add Bond and Insurance**, not to exceed two and sixty-five-hundredths percent (2.65%) of Item (j)		
(l)	**TOTAL**		
(m)	**Time** (zero unless indicated; "TBD" not permitted)	**_____ Calendar Days**	

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	WORK PERFORMED BY DEVELOPER	**ADD**	**DEDUCT**
(a)	**Material** (attach itemized quantity and unit cost plus sales tax)		
(b)	**Add Labor** (attach itemized hours and rates, fully Burdened, and specify the hourly rate for each additional labor burden, for example, payroll taxes, fringe benefits, etc.)		
(c)	**Add Equipment** (attach suppliers' invoice)		
(d)	**Add General Conditions Cost** (if Time is Compensable) (attach supporting documentation)		
(e)	**Subtotal**		
(f)	**Add Overhead and Profit for Developer**, not to exceed thirteen and one-fourth percent (13.25%) of Item (e)		
(g)	**Subtotal**		
(h)	**Add Bond and Insurance**, not to exceed two and sixty-five-hundredths percent (2.65%) of Item (g)		
(i)	**TOTAL**		
(j)	**Time** (zero unless indicated; "TBD" not permitted)	**_____ Calendar Days**	

17.6.2 Mandatory Use of Forms

Developer shall only submit PCOs by completing the Proposed Change Order Form. Developer acknowledges and agrees that use of this specific and consistent format is essential to District's evaluation of PCOs. Accordingly, Developer waives, releases, and discharges any right to assert or claim any entitlement to an adjustment of the Guaranteed Maximum Price and/or Time for any purported PCO that does not comply with the Proposed Change Order Form.

17.6.3 Labor

Developer shall be compensated for the costs of labor actually and directly utilized in the performance of the Work. Such labor costs shall be the actual cost, use of any formulas (e.g. labor factors) is not allowed, not to exceed prevailing wage rates established by the bid advertisement date or when the Contract was awarded, whichever is applicable, in the locality of the Site and shall be in the labor classification(s) necessary for the performance of the Work, fully Burdened. Labor costs shall exclude costs incurred by the Developer in preparing estimate(s) of the costs of the change in the Work, in the maintenance of records relating to the costs of the change in the Work, coordination and assembly of materials and information relating to the change in the Work or performance thereof, or the supervision and other overhead and general conditions costs associated with the change in the Work or performance thereof, including but not limited to the cost for the job superintendent. If applicable, District will pay Developer the reasonable costs for room and board, supported with appropriate backup documentation, without markup for profit or overhead as provided by U.S. General Services Administration per diem rates for California lodging, meals and incidentals, https://www.gsa.gov/travel/plan-book/per-diem-rates/per-diem-rates-lookup.

17.6.4 Materials

Developer shall be compensated for the costs of materials necessarily and actually used or consumed in connection with the performance of the change in the Work. Costs of materials may include reasonable costs of transportation from a source closest to the Site of the Work and delivery to the Site. If discounts by material suppliers are available for materials necessarily used in the performance of the change in the Work, they shall be credited to the District. If materials necessarily used in the performance of the change in the Work are obtained from a supplier or source owned in whole or in part by Developer, compensation therefor shall not exceed the current wholesale price for such materials. If, in the reasonable opinion of the District, the costs asserted by Developer for materials in connection with any change in the Work are excessive, or if Developer fails to provide satisfactory evidence of the actual costs of such materials from its supplier or vendor of the same, the costs of such materials and the District's obligation to pay for the same shall be limited to the then lowest wholesale price at which similar materials are available in the quantities required to perform the change in the Work. The District may elect to furnish materials for the change in the Work, in which event Developer shall not be compensated for the costs of furnishing such materials or any mark-up thereon.

17.6.5 Equipment

As a precondition to the District's duty to pay for Equipment rental or loading and transportation, Developer shall provide satisfactory evidence of the actual costs of Equipment from the supplier, vendor or rental agency of same. Developer shall be compensated for the actual cost of the necessary and direct use of Equipment in the performance of the change in the Work. Use of Equipment in the performance of the change in the Work shall be compensated in increments of fifteen (15) minutes. Rental time for Equipment moved by its own power shall include time required to move the Equipment to the site of the Work from the nearest available rental source of the same. If Equipment is not moved to the Site by its own power, Developer will be compensated for the loading and transportation costs in lieu of rental time. The foregoing notwithstanding, neither moving time or loading and transportation time shall be allowed if the Equipment is used for performance of any portion of the Work other than the change in the Work. Unless prior approval in writing is obtained by Developer from the Architect, the Project Inspector, the Construction Manager and the District, no costs or compensation shall be allowed for time while Construction Equipment is inoperative, idle or on standby, for any reason. Developer shall not be entitled to an allowance or any other compensation for Equipment or tools used in the performance of a change in the Work where the Equipment or tools have a replacement value of $500.00 or less. Equipment costs claimed by Developer in connection with the performance of any Work shall not exceed rental rates established by distributors or construction equipment rental agencies in the locality of the Site; any costs asserted which exceed such rental rates shall not be allowed or paid. Unless otherwise specifically approved in writing by the Architect, the Project Inspector, Construction Manager and the District, the allowable rate for the use of Equipment in connection with the Work shall constitute full compensation to Developer for the cost of rental, fuel, power, oil, lubrication, supplies, necessary attachments, repairs or maintenance of any kind, depreciation, storage,

insurance, labor (exclusive of labor costs of the Equipment operator), and any and all other costs incurred by Developer incidental to the use of the Equipment.

17.6.6 General Conditions Cost.

The phrase "General Conditions Cost" shall mean, other than expressly limited or excluded herein, the costs of Developer during the construction phase, including but not limited to: payroll costs for project manager for Work conducted at the Site, payroll costs for the superintendent and full-time general foremen, workers not included as direct labor costs engaged in support functions (e.g., loading/unloading, clean-up), costs of offices and temporary facilities including office materials, office supplies, office equipment, minor expenses, utilities, fuel, sanitary facilities and telephone services at the Site, costs of consultants not in the direct employ of Developer or Subcontractors, and fees for permits and licenses.

17.6.7 Overhead and Profit.

The phrase "Overhead and Profit" shall include field and office supervisors and assistants, watchperson, use of small tools, consumable, insurance other than construction bonds and insurance required herein, and general conditions, field and home office expenses.

17.7 Change Order Certification

17.7.1 All Change Orders and PCOs must include the following certification by Developer, either in the form specifically or incorporated by this reference:

The undersigned Developer approves the foregoing as to the changes, if any, and to the Guaranteed Maximum Price specified for each item and as to the extension of time allowed, if any, for completion of the entire Work as stated herein, and agrees to furnish all labor, materials, and service, and perform all work necessary to complete any additional work specified for the consideration stated herein. Submission of sums which have no basis in fact or which Developer knows are false are at the sole risk of Developer and may be a violation of the False Claims Act set forth under Government Code section 12650 et seq. and U.S. Criminal Code, 18 U.S.C. § 1001. It is understood that the changes herein to the Contract Documents shall only be effective when approved by the governing board of the District.

It is expressly understood that the value of the extra Work or changes expressly includes any and all of Developer's costs and expenses, both direct and indirect, resulting from additional time required on the Project or resulting from delay to the Project, including, without limitation, cumulative impacts. Developer is not entitled to separately recover amounts for overhead or other indirect costs. Any costs, expenses, damages, or time extensions not included are deemed waived.

17.7.2 Accord and Satisfaction: Developer's execution of any Change Order shall constitute a full accord and satisfaction, and release, of all Developer (and if applicable, Subcontractor) claims for additional time, money or other relief arising from or relating to the subject matter of the change including, without

limitation, impacts of all types, cumulative impacts, inefficiency, overtime, delay and any other type of claim.

17.7.3 Mandatory Use of Forms: Developer shall only submit Change Orders by completing the Change Order Form. Developer acknowledges and agrees that use of this specific and consistent format is essential to District's processing of Change Orders. Accordingly, Developer waives, releases, and discharges any right to assert or claim any entitlement to an adjustment of the Guaranteed Maximum Price and/or Time for any change that does not comply with the Change Order Form.

17.8 Determination of Change Order Cost

17.8.1 The amount of the increase or decrease in the Guaranteed Maximum Price from a Change Order, if any, shall be determined in one or more of the following ways as applicable to a specific situation and at the District's discretion:

17.8.1.1 District acceptance of a COR or PCO.

17.8.1.2 By amounts contained in Developer's schedule of values, if applicable.

17.8.1.3 By agreement between District and Developer.

17.9 Deductive Change Orders

All deductive Change Order(s) must be prepared pursuant to the provisions herein. Where a portion of the Work is deleted from the Contract, the reasonable value of the deleted work less the value of any new work performed shall be considered the appropriate deduction. The value submitted on the Schedule of Values shall be used to calculate the credit amount unless the bid documentation is being held in escrow as part of the Contract Documents. Unit Prices, if any, may be used in District's discretion in calculating reasonable value. If Developer offers a proposed amount for a deductive Change Order(s) for work performed, Developer shall include a credit for total profit and overhead less proof of expended costs related to the deleted work with the Change Order(s). If Subcontractor work is involved, Subcontractors shall also include a credit for total profit and overhead less proof of expended costs related to the deleted work with the Change Order(s). Any deviation from this provision shall not be allowed.

17.10 Addition or Deletion of Alternate Bid Item(s)

If Developer's Proposal includes proposal(s) for Alternate Bid Item(s), during Developer's performance of the Work, the District may elect to add or delete any such Alternate Bid Item(s) if not included in the Contract at the time the Guaranteed Maximum Price is agreed upon. If the District elects to add or delete Alternate Bid Item(s) after Contract award, the cost or credit for such Alternate Bid Item(s) shall be as set forth in the Proposal unless the parties agree to a different price and the Contract Time shall be adjusted by the number of days allocated in the Contract Documents. If days are not allocated in the Contract Documents, the Contract Time shall be equitably adjusted.

17.11 Discounts, Rebates, and Refunds

For purposes of determining the cost, if any, of any change, addition, or omission to the Work hereunder, all trade discounts, rebates, refunds, and all returns from the sale of surplus materials and equipment shall accrue and be credited to Developer, Developer shall make provisions so that such discounts, rebates, refunds, and returns may be secured, and the amount thereof shall be allowed as a reduction of Developer's cost in determining the actual cost of construction for purposes of any change, addition, or omission in the Work as provided herein.

17.12 Construction Change Directives

17.12.1 A Construction Change Directive is a written order prepared and issued by the District, the Construction Manager, and/or the Architect and signed by the District and the Architect, directing a change in the Work. The District may, as provided by law, by Construction Change Directive and without invalidating the Contract, order changes in the Work consisting of additions, deletions, or other revisions. The adjustment to the Guaranteed Maximum Price or Contract Time, if any, is subject to the provision of this section regarding Changes in the Work. If all or a portion of the Project is being funded by funds requiring approval by the State Allocation Board ("SAB"), these revisions may be subject to compensation once approval of same is received and funded by the SAB, and funds are released by the Office of Public School Construction ("OPSC"). Any dispute as to the adjustment of the Guaranteed Maximum Price, if any, of the Construction Change Directive or timing of payment shall be resolved pursuant to the Payments and Claims Process provisions herein.

17.12.2 The District may issue a Construction Change Directive in the absence of agreement on the terms of a Change Order.

17.13 Force Account Directives

17.13.1 When work, for which a definite price has not been agreed upon in advance, is to be paid for on a force account basis, all direct costs necessarily incurred and paid by Developer for labor, material, and equipment used in the performance of that Work, shall be subject to the approval of the District and compensation will be determined as set forth herein.

17.13.2 District will issue a Force Account Directive to proceed with the Work on a force account basis, and a not-to-exceed budget will be established by the District.

17.13.3 All requirements regarding direct cost for labor, labor burden, material, equipment, and markups on direct costs for overhead and profit described in this section shall apply to Force Account Directives. However, the District will only pay for actual costs verified in the field by the District or its authorized representative(s) on a daily basis.

17.13.4 Developer shall be responsible for all costs related to the administration of Force Account Directives. The markup for overheard and profit for Developer modifications shall be full compensation to Developer to administer Force Account Directives, and Developer shall not be entitled to separately recover additional amounts for overhead and/or profit.

17.13.5 Developer shall notify the District or its authorized representative(s) at least twenty-four (24) hours prior to proceeding with any of the force account work. Furthermore, Developer shall notify the District when it has consumed eighty percent (80%) of the budget and shall not exceed the budget unless specifically authorized in writing by the District. Developer will not be compensated for force account work in the event that Developer fails to timely notify the District regarding the commencement of force account work or exceeding the force account budget.

17.13.6 Developer shall diligently proceed with the work, and on a daily basis, submit a daily force account report using the Daily Force Account Report form no later than 5:00 p.m. each day. The report shall contain a detailed itemization of the daily labor, material, and equipment used on the force account work only. The names of the individuals performing the force account work shall be included on the daily force account reports. The type and model of equipment shall be identified and listed. The IOR or District representative will review the information contained in the reports, and sign the reports no later than the next work day, and return a copy of the report to Developer for its records. The District will not sign, nor will Developer receive compensation for, work the District cannot verify. Developer will provide a weekly force account summary indicating the status of each Force Account Directive in terms of percent complete of the not-to-exceed budget and the estimated percent complete of the work

17.13.7 In the event Developer and the District reach a written agreement on a set cost for the work while the work is proceeding based on a Force Account Directive, Developer's signed daily force account reports shall be discontinued and all previously signed reports shall be invalid.

17.14 Accounting Records

With respect to portions of the Work performed by Change Orders and Construction Change Directives, Developer shall keep and maintain cost-accounting records satisfactory to the District, including, without limitation, Job Cost Reports as provided in these General Conditions, which shall be available to the District on the same terms as any other books and records Developer is required to maintain under the Contract Documents. Such records shall include without limitation hourly records for Labor and Equipment and itemized records of materials and Equipment used that day in connection with the performance of any Work. All records maintained hereunder shall be subject to inspection, review and/or reproduction by the District, the Construction Manager and the Architect or the Project Inspector upon request. In the event that Developer fails or refuses, for any reason, to maintain or make available for inspection, review and/or reproduction such records, the District's determination of the extent of adjustment to the Guaranteed Maximum Price shall be final, conclusive, dispositive and binding upon Developer.

17.15 Notice Required

If Developer desires to make a claim for an increase in the Guaranteed Maximum Price, or any extension in the Contract Time for completion, it shall notify the District pursuant to the provisions herein, including the Article on Claims Process. No claim shall be considered unless made in accordance with this subparagraph. Developer shall proceed to execute the Work even though the adjustment may not have been agreed

upon. Any change in the Guaranteed Maximum Price or extension of the Contract Time resulting from such claim shall be authorized by a Change Order.

17.16 Applicability to Subcontractors

Any requirements under this Article shall be equally applicable to Change Orders or Construction Change Directives issued to Subcontractors by Developer to the extent required by the Contract Documents.

17.17 Alteration to Change Order Language

Developer shall not alter Change Orders or reserve time in Change Orders. Change Orders altered in violation of this provision, if in conflict with the terms set forth herein, shall be construed in accordance with the terms set forth herein. Developer shall execute finalized Change Orders and proceed under the provisions herein with proper notice.

17.18 Failure of Developer to Execute Change Order

Developer shall be in default of the Contract Documents if Developer fails to execute a Change Order when Developer agrees with the addition and/or deletion of the Work in that Change Order.

18. Requests For Information

18.1 Any Request for Information shall reference all applicable Contract Document(s), including Specification section(s), detail(s), page number(s), drawing number(s), and sheet number(s), etc. Developer shall make suggestions and interpretations of the issue raised by each Request for Information. A Request for Information cannot modify the Guaranteed Maximum Price, Contract Time, or the Contract Documents.

18.2 Developer may be responsible for any costs incurred for professional services that District may deduct from any amounts owing to Developer, if a Request for Information requests an interpretation or decision of a matter where the information sought is equally available to the party making the request. District may deduct from and/or invoice Developer for professional services arising therefrom.

19. Payments

19.1 Guaranteed Maximum Price

As compensation for Developer's construction of the Project, the District shall pay Developer pursuant to the terms of **Exhibit C** to the Facilities Lease. This is the total amount payable by the District to Developer for performance of the Work under the Contract.

19.2 Applications for Tenant Improvement Payments

19.2.1 Procedure for Applications for Tenant Improvement Payments

19.2.1.1 Not before the fifth (5th) day of each calendar month during the progress of the Work, Developer shall submit to the District and the Architect an itemized Application for Payment for operations completed in accordance with the Schedule of Values. Such application shall be on

a form approved by the District and shall be notarized, if required, and supported by the following or each portion thereof unless waived by the District in writing:

19.2.1.1.1 The amount paid to the date of the Application for Payment to Developer, to all its Subcontractors, and all others furnishing labor, material, or equipment under the Contract Documents.

19.2.1.1.2 The amount being requested under the Application for Payment by Developer on its own behalf and separately stating the amount requested on behalf of each of the Subcontractors and all others furnishing labor, material, and equipment under the Contract Documents.

19.2.1.1.3 The balance that will be due to each of such entities after said payment is made.

19.2.1.1.4 A certification that the As-Built Drawings and annotated Specifications are current.

19.2.1.1.5 Itemized breakdown of work done for the purpose of requesting partial payment.

19.2.1.1.6 An updated and acceptable construction schedule in conformance with the provisions herein.

19.2.1.1.7 The additions to and subtractions from the Guaranteed Maximum Price and Contract Time.

19.2.1.1.8 A total of the retentions held.

19.2.1.1.9 Material invoices, evidence of equipment purchases, rentals, and other support and details of cost as the District may require from time to time.

19.2.1.1.10 The percentage of completion of Developer's Work by line item.

19.2.1.1.11 Schedule of Values updated from the preceding Application for Payment.

19.2.1.1.12 A duly completed and executed conditional waiver and release upon Tenant Improvement Payment compliant with Civil Code section 8132 from Developer and each subcontractor of any tier and supplier to be paid from the current Tenant Improvement Payment.

19.2.1.1.13 A duly completed and executed unconditional waiver and release upon Tenant Improvement Payment compliant with Civil Code section 8134 from Developer and each subcontractor of any tier and supplier that was paid from the previous Tenant Improvement Payment submitted 60 days prior; and

19.2.1.1.14 A certification by Developer of the following:

Developer warrants title to all Work performed as of the date of this payment application and that all such Work has been completed in accordance with the Contract Documents for the Project. Developer further warrants that all Work performed as of the date of this payment application is free and clear of liens, claims, security interests, or encumbrances in favor of Developer, Subcontractors, material and equipment suppliers, workers, or other persons or entities making a claim by reason of having provided labor, materials, and equipment relating to the Work, except those of which the District has been informed. Submission of sums which have no basis in fact or which Developer knows are false are at the sole risk of Developer and may be a violation of the False Claims Act set forth under Government Code section 12650 et seq.

19.2.1.1.15 Developer shall be subject to the False Claims Act set forth in Government Code section 12650 et seq. for information provided with any Application for Tenant Improvement Payments.

19.2.1.1.16 All remaining certified payroll records ("CPR(s)") for each journeyman, apprentice, worker, or other employee employed by Developer and/or each Subcontractor in connection with the Work for the period of the Application for Payment. As indicated herein, the District shall not make any payment to Developer until:

19.2.1.1.16.1 Developer and/or its Subcontractor(s) provide electronic CPRs directly to the DIR on no less than every 30 days while Work is being performed and within 30 days after the final day of Work performed on the Project for any journeyman, apprentice, worker or other employee was employed in connection with the Work, or within ten (10) days of any request by the District or the DIR to the requesting entity; and

19.2.1.1.16.2 Any delay in Developer and/or its Subcontractor(s) providing CPRs in a timely manner may directly delay Developer's payment.

19.2.1.1.17 Applications received after June 20th will not be paid until the second week of July and applications received after December 12th will not be paid until the first week of January.

19.2.2 Prerequisites for Tenant Improvement Payments

19.2.2.1 First Payment Request

The following items, if applicable, must be completed before the District will accept and/or process Developer's first payment request:

19.2.2.1.1 Installation of the Project sign.

19.2.2.1.2 Installation of field office.

19.2.2.1.3 Installation of temporary facilities and fencing.

19.2.2.1.4 Schedule of Values.

19.2.2.1.5 Developer's Preliminary Construction Schedule for the first ninety (90) days.

19.2.2.1.6 Schedule of unit prices, if applicable.

19.2.2.1.7 Submittal Schedule.

19.2.2.1.8 Receipt by Architect of all submittals due as of the date of the payment application.

19.2.2.1.9 List of Subcontractors, with names, license numbers, telephone numbers, and Scope of Work.

19.2.2.1.10 All bonds and insurance endorsements; and

19.2.2.1.11 Resumes of Developer's project manager, and if applicable, job site secretary, record documents recorder, and job site superintendent.

19.2.3 Subsequent Payment Requests

The District will not process subsequent payment requests until and unless submittals and Shop Drawings necessary to maintain the Project schedule have been submitted to the Architect.

19.2.4 No Waiver of Criteria

Any payments made to Developer where criteria set forth herein have not been met shall not constitute a waiver of said criteria by District. Instead, such payment shall be construed as a good faith effort by District to resolve differences so Developer may pay its Subcontractors and suppliers. Developer agrees that failure to submit such items may constitute a breach of contract by Developer and may subject Developer to termination.

19.3 District's Approval of Application for Payment

19.3.1 Upon receipt of an Application for Payment, The District shall act in accordance with both of the following:

19.3.1.1 Each Application for Payment shall be reviewed by the District as soon as practicable after receipt for the purpose of determining that the Application for Payment is a proper Application for Payment.

19.3.1.2 Any Application for Payment determined not to be a proper Application for Payment suitable for payment shall be returned to Developer as soon as practicable, but not later than seven (7) days, after receipt. An Application for Payment returned pursuant to this paragraph shall be accompanied by a document setting forth in writing the reasons why the Application for Payment is not proper. The number of days available to the District to make a payment without incurring

interest pursuant to this section shall be reduced by the number of days by which the District exceeds this seven-day return requirement.

19.3.2 An Application for Payment shall be considered properly executed if funds are available for payment of the Application for Payment, and payment is not delayed due to an audit inquiry by the financial officer of the District.

19.3.3 District's review of the Developer's Application for Payment will be based on the District's and the Architect's observations at the Site and the data comprising the Application for Payment that the Work has progressed to the point indicated and that, to the best of the District's and the Architect's knowledge, information, and belief, the quality of the Work is in accordance with the Contract Documents. The foregoing representations are subject to:

19.3.3.1 Observation of the Work for general conformance with the Contract Documents.

19.3.3.2 Results of subsequent tests and inspections.

19.3.3.3 Minor deviations from the Contract Documents correctable prior to completion; and

19.3.3.4 Specific qualifications expressed by the Architect.

19.3.4 District's approval of the certified Application for Payment shall be based on Developer complying with all requirements for a fully complete and valid certified Application for Payment.

19.3.5 Payments to Developer

19.3.5.1 Within thirty (30) days after approval of the Application for Payment, Developer shall be paid a sum equal to ninety-five percent (95%), of the value of the Tenant Improvement Payment (as verified by Architect and Inspector and certified by Developer) up to the last day of the previous month, less the aggregate of previous payments and amount to be withheld. The value of the Work completed shall be Developer's best estimate. No inaccuracy or error in said estimate shall operate to release Developer, or any Surety upon any bond, from damages arising from such Work, or from the District's right to enforce each and every provision of the Contract Documents, and the District shall have the right subsequently to correct any error made in any estimate for payment.

19.3.5.2 Developer may not be entitled to have payment requests processed, or may be entitled to have only partial payment made for Work performed, so long as any direction given by the District concerning the Work, or any portion thereof, remains incomplete.

19.3.6 No Waiver

No payment by District hereunder shall be interpreted so as to imply that District has inspected, approved, or accepted any part of the Work. Notwithstanding any payment, the District may enforce each and every

provision of this Contract. The District may correct or require correction of any error subsequent to any payment

19.3.7 Warranty of Title

19.3.7.1 If a lien or a claim based on a stop payment notice of any nature should at any time be filed against the Work or any District property, by any entity that has supplied material or services at the request of Developer, Developer and Developer's Surety shall promptly, on demand by District and at Developer's and Surety's own expense, take any and all action necessary to cause any such lien or a claim based on a stop payment notice to be released or discharged immediately therefrom.

19.3.7.2 If Developer fails to furnish to the District within ten (10) calendar days after demand by the District satisfactory evidence that a lien or a claim based on a stop payment notice has been released, discharged, or secured, the District may discharge such indebtedness and deduct the amount required therefor, together with any and all losses, costs, damages, and attorney's fees and expenses incurred or suffered by District from any sum payable to Developer under the Contract.

19.4 Decisions to Withhold Payment

19.4.1 Reasons to Withhold Payment

The District shall withhold payment in whole, or in part, as required by statute. In addition, the District may withhold payment in whole, or in part, to the extent reasonably necessary to protect the District if, in the District's opinion, the representations to the District required herein cannot be made. Payment, in whole, or in part, will be withheld based on the need to protect the District from loss because of, but not limited to, any of the following:

19.4.1.1 Defective Work not remedied within FORTY-EIGHT (48) hours of written notice to Developer.

19.4.1.2 Stop Payment Notices or other liens served upon the District as a result of the Contract.

19.4.1.3 Failure to comply with the requirements of Public Contract Code section 2600 et seq. ("Skilled and Trained Workforce Requirements").

19.4.1.4 Liquidated damages assessed against Developer.

19.4.1.5 Reasonable doubt that the Work can be completed for the unpaid balance of the Guaranteed Maximum Price or by the Contract Time.

19.4.1.6 Damage to the District or other contractor(s).

19.4.1.7 Unsatisfactory prosecution of the Work by Developer.

19.4.1.8 Failure to store and properly secure materials.

19.4.1.9 Failure of Developer to submit, on a timely basis, proper, sufficient, and acceptable documentation required by the Contract Documents, including, without limitation, a Construction Schedule, Schedule of Submittals, Schedule of Values, Monthly Progress Schedules, Shop Drawings, Product Data and samples, Proposed product lists, executed Change Orders, and/or verified reports.

19.4.1.10 Failure of Developer to maintain As-Built Drawings.

19.4.1.11 Erroneous estimates by Developer of the value of the Work performed, or other false statements in an Application for Payment.

19.4.1.12 Unauthorized deviations from the Contract Documents.

19.4.1.13 Failure of Developer to prosecute the Work in a timely manner in compliance with the Construction Schedule, established progress schedules, and/or completion dates.

19.4.1.14 Failure to provide acceptable electronic certified payroll records, as required by the Labor Code, by these Contract Documents or by written request for each journeyman, apprentice, worker, or other employee employed by Developer and/or by each Subcontractor in connection with the Work for the period of the Application for Payment or if payroll records are delinquent or inadequate.

19.4.1.15 Failure to properly pay prevailing wages as required in Labor Code section 1720 et seq., failure to comply with any other Labor Code requirements, and/or failure to comply with labor compliance monitoring and enforcement by the DIR.

19.4.1.16 Allowing an unregistered subcontractor, as described in Labor Code section 1725.5, to engage in the performance of any work under this Contract.

19.4.1.17 Failure to properly maintain or clean up the Site.

19.4.1.18 Failure to timely indemnify, defend, or hold harmless the District.

19.4.1.19 Failure to perform any implementation and/or monitoring required by the General Permit, including without limitation any SWPPP for the Project and/or the imposition of any penalties or fines therefore whether imposed on the District or Developer.

19.4.1.20 Any payments due to the District, including but not limited to payments for failed tests, utilities changes, or permits.

19.4.1.21 Failure to pay any royalty, license or similar fees.

19.4.1.22 Failure to pay Subcontractor(s) or supplier(s) as required by law and Developer's subcontract agreement and by the Contract Documents; and

19.4.1.23 Developer is otherwise in breach, default, or in substantial violation of any provision of the Contract Documents.

19.4.2 Reallocation of Withheld Amounts

19.4.2.1 After prior written notice to Developer with details regarding the District's proposed application of withheld amounts, District may, in its discretion, apply any withheld amount to pay outstanding claims or obligations as defined herein. In so doing, District shall make such payments on behalf of Developer. If any payment is so made by District, then that amount shall be considered a payment made under the Contract Documents by District to Developer and District shall not be liable to Developer for any payment made in good faith. These payments may be made without prior judicial determination of claim or obligation. District will render Developer an accounting of funds disbursed on behalf of Developer.

19.4.2.2 If Developer defaults or neglects to carry out the Work in accordance with the Contract Documents or fails to perform any provision thereof, District may, after FORTY-EIGHT (48) hours' written notice to Developer and opportunity to commence and pursue cure of default, and, without prejudice to any other remedy, make good such deficiencies. The District shall adjust the total Guaranteed Maximum Price by reducing the amount thereof by the cost of making good such deficiencies. If District deems it inexpedient to correct Work that is damaged, defective, or not done in accordance with the provisions of the Contract Documents, an equitable reduction in the Guaranteed Maximum Price (up to one hundred fifty percent (150%) of the estimated reasonable value of the nonconforming Work) shall be made therefor.

19.4.3 Payment After Cure

When Developer removes the grounds for declining approval, payment shall be made for amounts withheld because of them. No interest shall be paid on any retainage or amounts withheld due to the failure of Developer to perform in accordance with the terms and conditions of the Contract Documents.

19.5 Subcontractor Payments

19.5.1 Payments to Subcontractors

No later than seven (7) days after receipt of any Tenant Improvement Payment, or pursuant to Business and Professions Code section 7108.5 and Public Contract Code section 7107, Developer shall pay to each Subcontractor, out of the amount paid to Developer on account of such Subcontractor's portion of the Work, the amount to which said Subcontractor is entitled. Developer shall, by appropriate agreement with each Subcontractor, require each Subcontractor to make payments to its Sub-subcontractors in a similar manner.

19.5.2 No Obligation of District for Subcontractor Payment

The District shall have no obligation to pay, or to see to the payment of, money to a Subcontractor except as may otherwise be required by law.

19.5.3 Joint Checks

District shall have the right in its sole discretion, if necessary for the protection of the District, to issue joint checks made payable to Developer and Subcontractors and/or material or equipment suppliers. The joint check payees shall be responsible for the allocation and disbursement of funds included as part of any such joint payment. In no event shall any joint check payment be construed to create any contract between the District and a Subcontractor of any tier, or a material or equipment supplier, or any obligation from the District to such Subcontractor or a material or equipment supplier or rights in such Subcontractor against the District.

20. Completion of the Work

20.1 Completion

20.1.1 District will accept completion of Project and have the Notice of Completion recorded when the entire Work shall have been completed to the satisfaction of District.

20.1.2 The Work may only be accepted as complete by action of the governing board of the District.

20.1.3 District, at its sole option, may accept completion of Project and have the Notice of Completion recorded when the entire Work shall have been completed to the satisfaction of District, except for minor corrective items, as distinguished from incomplete items. If Developer fails to complete all minor corrective items within fifteen (15) days after the date of the District's acceptance of completion, District shall withhold from the final payment one hundred fifty percent (150%) of an estimate of the amount sufficient to complete the corrective items, as reasonably determined by District, until the item(s) are completed.

20.1.4 At the end of the fifteen (15) day period, if there are any items remaining to be corrected, District may elect to proceed as provided herein related to adjustments to Guaranteed Maximum Price, and/or District's right to perform the Work of Developer.

20.2 Close-Out/Certification Procedures

20.2.1 Punch List

Developer shall notify the Architect when Developer considers the Work complete. Upon notification, Architect will prepare a list of minor items to be completed or corrected ("Punch List"). Developer and/or its Subcontractors shall proceed promptly to complete and correct items on the Punch List. Failure to include an item on Punch List does not alter the responsibility of Developer to complete all Work in accordance with the Contract Documents.

20.2.2 Close-Out/Certification Requirements

20.2.2.1 Utility Connections

Buildings shall be connected to water, gas, sewer, electric, phone, and internet services, complete and ready for use. Service connections shall be made and existing services reconnected.

20.2.2.2 As-Builts/Record Drawings and Record Specifications

20.2.2.2.1 Developer shall provide exact "as-built" drawings of the Work upon completion of the Project as indicated in the Contract Documents, including but not limited to the Specifications ("As-Built Drawings") as a condition precedent to approval of final payment. Developer shall legibly mark each item to record actual construction, including:

20.2.2.2.1.1 Measured depths of foundation in relation to finish floor datum

20.2.2.2.1.2 Measured horizontal and vertical locations of underground utilities and appurtenances, referenced to permit surface improvements

20.2.2.2.1.3 Measured locations of internal utilities and appurtenances concealed in construction, referenced to visible and accessible features of the Work

20.2.2.2.1.4 Field changes of dimension and detail

20.2.2.2.1.5 Details not on original Contract Drawings

20.2.2.2.1.6 Changes made by modification(s)

20.2.2.2.1.7 References to related Shop Drawings and modifications.

20.2.2.2.2 Developer is liable and responsible for any and all inaccuracies in the As-Built Drawings, even if inaccuracies become evident at a future date.

20.2.2.2.3 Upon completion of the Work and as a condition precedent to approval of final payment, Developer shall obtain the Inspector's approval of the corrected prints and deliver the same to Architect in a form acceptable to the Architect as part of closeout.

20.2.2.3 Construction Storm Water Permit, if applicable

Developer shall submit to District all electric and hard copy records required by the Construction Storm Water Permit, if applicable, within seven (7) days of Completion of the Project.

20.2.3 Spare Parts and Maintenance Manuals

20.2.3.1 Developer shall provide products, spare parts, maintenance, and extra materials in quantities specified in the Specifications and in Manufacturer's recommendations.

20.2.3.2 Developer shall provide District with all required Operation and Maintenance Data at one time. Partial or piecemeal submissions of Operation and Maintenance Data will not be accepted.

20.2.4 Instruction of District Personnel

20.2.4.1 Before final inspection, at agreed upon times, Developer shall instruct District's designated personnel in operation, adjustment, and maintenance of products, equipment, and systems.

20.2.4.2 For equipment requiring seasonal operation, Developer shall perform instructions for other seasons within six months or by the change of season.

20.2.4.3 Developer shall use operation and maintenance manuals as basis for instruction. Developer shall review contents of manual with personnel in detail to explain all aspects of operation and maintenance.

20.2.4.4 Developer shall prepare and insert additional data in Operation and Maintenance Manual when the need for such data becomes apparent during instruction.

20.2.5 Source Programming

Developer shall provide all source programming for all items in the Project.

20.2.6 Verified Reports

Developer shall completely and accurately fill out and file forms DSA 6-C or DSA 152 (or most current version applicable at the time the Work is performed), as appropriate. Refer to section 4-336 and section 4-343 of Part 1, Title 24 of the California Code of Regulations.

20.3 Final Inspection

20.3.1 Developer shall comply with Punch List procedures as provided herein and maintain the presence of its District-approved project superintendent and project manager until the Punch List is complete to ensure proper and timely completion of the Punch List. Under no circumstances shall Developer demobilize its forces prior to completion of the Punch List without District's prior written approval. Upon receipt of Developer's written notice that all of the Punch List items have been fully completed and the Work is ready for final inspection and District acceptance, Architect and Project Inspector will inspect the Work and shall submit to Developer and District a final inspection report noting the Work, if any, required in order to complete in accordance with the Contract Documents. Absent unusual circumstances, this report shall consist of the Punch List items not yet satisfactorily completed.

20.3.2 Upon Developer's completion of all items on the Punch List and any other uncompleted portions of the Work, Developer shall notify the District and Architect, who shall again inspect such Work. If the Architect finds the Work complete and acceptable under the Contract Documents, the Architect will notify Developer, who shall then jointly submit to the Architect and the District its final Application for Payment.

20.3.3 Final Inspection Requirements

20.3.3.1 Before calling for final inspection, Developer shall determine that the following have been performed:

20.3.3.1.1 The Work has been completed.

20.3.3.1.2 All life safety items are completed and in working order.

20.3.3.1.3 Mechanical and electrical Work, including, without limitation, security system, data, fire alarm, are complete and tested, fixtures are in place, connected, and ready for tryout.

20.3.3.1.4 Electrical circuits scheduled in panels and disconnect switches labeled.

20.3.3.1.5 Replace filters of operating equipment.

20.3.3.1.6 Painting and special finishes complete.

20.3.3.1.7 Doors complete with hardware, cleaned of protective film, relieved of sticking or binding, and in working order.

20.3.3.1.8 Tops and bottoms of doors sealed.

20.3.3.1.9 Floors waxed and polished as specified.

20.3.3.1.10 Carpeted and soft surfaces vacuumed.

20.3.3.1.11 Broken glass replaced and interior and exterior glass and all surfaces exposed to view cleaned.

20.3.3.1.12 Equipment and fixtures cleaned to a sanitary condition.

20.3.3.1.13 Grounds cleared of Developer's equipment, raked clean of debris, and remove waste and surplus materials, rubbish, and construction facilities from the Site and surrounding areas.

20.3.3.1.14 Site cleaned, paved areas swept, and clean landscaped surfaces raked.

20.3.3.1.15 Roofs, gutters, down spouts, and drainage systems cleaned of debris.

20.3.3.1.16 Work cleaned, free of stains, scratches, and other foreign matter, damaged and broken material replaced.

20.3.3.1.17 Temporary labels, tape, stains, and foreign substances removed, transparent and glossy surfaces polished,

20.3.3.1.18 Finished and decorative work shall have marks, dirt, and superfluous labels removed.

20.3.3.1.19 Final cleanup, as provided herein.

20.4 Costs of Multiple Inspections

More than two (2) requests of the District to make a final inspection shall be considered an additional service of District, Architect, Construction Manager, and/or Project Inspector, and all subsequent costs will be invoiced to Developer and if funds are available, withheld from remaining payments.

20.5 Partial Occupancy or Use Prior to Completion

20.5.1 District's Rights to Occupancy

The District may occupy or use any completed or partially completed portion of the Work at any stage, and such occupancy shall not constitute the District's Final Acceptance of any part of the Work. Neither the District's Final Acceptance, the making of Final Payment, any provision in Contract Documents, nor the use or occupancy of the Work, in whole or in part, by District shall constitute acceptance of Work not in accordance with the Contract Documents nor relieve Developer or Developer's Performance Bond Surety from liability with respect to any warranties or responsibility for faulty or defective Work or materials, equipment and workmanship incorporated therein. The District and Developer shall agree in writing to the responsibilities assigned to each of them for payments, security, maintenance, heat, utilities, damage to the Work, insurance, the period for correction of the Work, and the commencement of warranties required by the Contract Documents. Any dispute as to responsibilities shall be resolved pursuant to the Claims Process herein, with the added provision that during the dispute process, the District shall have the right to occupy or use any portion of the Work that it needs or desires to use.

20.5.2 Inspection Prior to Occupancy or Use

Immediately prior to partial occupancy or use, the District, Developer, and the Architect shall jointly inspect the area to be occupied or portion of the Work to be used in order to determine and record the condition of the Work.

20.5.3 No Waiver

Unless otherwise agreed upon, partial or entire occupancy or use of a portion or portions of the Work shall not constitute beneficial occupancy or District's acceptance of the Work not complying with the requirements of the Contract Documents.

21. Final Payment and Retention

21.1 Final Payment

Upon receipt of a final Application for Payment from Developer, the Architect will notify the District whether the Work is complete so that joint inspection of the Work can be scheduled. Thereafter, the District shall jointly inspect the Work and either accept the Work as complete or notify the Architect and Developer in writing of reasons why the Work is not complete. Upon District's acceptance of the Work of Developer as fully complete (that, absent unusual circumstances, will occur when the Punch List items have been satisfactorily completed), the District shall record a Notice of Completion

with the County Recorder, and Developer shall, upon receipt of final payment from the District, pay the amount due Subcontractors.

21.2 Prerequisites for Final Payment

The following conditions must be fulfilled prior to Final Payment:

21.2.1 A full release of all Stop Payment Notices served in connection with the Work shall be submitted by Developer.

21.2.2 A duly completed and executed conditional waiver and release upon final payment compliant with Civil Code section 8136 from each subcontractor of any tier and supplier to be paid from the final Tenant Improvement Payment.

21.2.3 A duly completed and executed unconditional waiver and release upon Tenant Improvement Payment compliant with Civil Code section 8134 from each subcontractor of any tier and supplier that was paid from the previous Tenant Improvement Payment(s).

21.2.4 A duly completed and executed "AGREEMENT AND RELEASE OF ANY AND ALL CLAIMS" from Developer.

21.2.5 Developer shall have made all corrections to the Work that are required to remedy any defects therein, to obtain compliance with the Contract Documents or any requirements of applicable codes and ordinances, or to fulfill any of the orders or directions of District required under the Contract Documents.

21.2.6 Each Subcontractor shall have delivered to Developer all written guarantees, warranties, applications, and bonds required by the Contract Documents for its portion of the Work.

21.2.7 Developer must have completed all requirements set forth under "Close-Out/Certification Procedures," including, without limitation, submission of an approved set of complete Record Drawings.

21.2.8 Architect shall have issued its written approval that final payment can be made.

21.2.9 Developer shall have delivered to the District all manuals and materials required by the Contract Documents, which must be approved by the District.

21.2.10 Developer shall have completed final clean up as provided herein.

21.3 Retention

21.3.1 The retention, less any amounts disputed by the District or that the District has the right to withhold pursuant to provisions herein, shall be paid:

21.3.1.1 After approval by the District of the Architect of the Application and Certificate of Payment.

21.3.1.2 After the satisfaction of the conditions set forth herein.

21.3.1.3 No less than forty-five (45) days after the recording of the Notice of Completion by District; and

21.3.1.4 After receipt of a duly completed and executed unconditional waiver and release upon Final Payment compliant with Civil Code section 8138 from each subcontractor of any tier and supplier that was paid from the Final Payment.

21.3.2 No interest shall be paid on any retention, or on any amounts withheld due to a failure of Developer to perform, in accordance with the terms and conditions of the Contract Documents, except as provided to the contrary in any Escrow Agreement between the District and Developer pursuant to Public Contract Code section 22300.

21.4 Substitution of Securities

The District will permit the substitution of securities in accordance with the provisions of Public Contract Code section 22300.

22. Uncovering of Work

If a portion of the Work is covered without Inspector or Architect approval or not in compliance with the Contract Documents, it must, if required in writing by the District, the Project Inspector, or the Architect, be uncovered for the Project Inspector's or the Architect's observation and be corrected, replaced and/or recovered at Developer's expense without change in the Guaranteed Maximum Price or Contract Time.

23. Nonconforming Work and Correction of Work

23.1 Nonconforming Work

23.1.1 Developer shall promptly remove from Premises all Work identified by District as failing to conform to the Contract Documents whether incorporated or not. Developer shall promptly replace and re-execute its own Work to comply with the Contract Documents without additional expense to the District and shall bear the expense of making good all work of other contractors destroyed or damaged by any removal or replacement pursuant hereto and/or any delays to the District or other contractors caused thereby.

23.1.2 If Developer does not commence to remove Work that District has identified as failing to conform to the Contract Documents within a reasonable time, not to exceed FORTY-EIGHT (48) hours after written notice and complete removal of work within a reasonable time, District may remove it and may store any material at Developer's expense. If Developer does not pay expense(s) of that removal within ten (10) days' time thereafter, District may, upon ten (10) days' written notice, sell any material at auction or at private sale and shall deduct all costs and expenses incurred by the District and/or District may withhold those amounts from payment(s) to Developer.

23.2 Correction of Work

23.2.1 Correction of Rejected Work

Pursuant to the notice provisions herein, Developer shall promptly correct the Work rejected by the District, the Architect, or the Project Inspector as failing to conform to the requirements of the Contract Documents, whether observed before or after Completion and whether or not fabricated, installed, or completed. Developer shall bear costs of correcting the rejected Work, including

additional testing, inspections, and compensation for the Inspector's or the Architect's services and expenses made necessary thereby.

23.2.2 One-Year Warranty Corrections

If, within one (1) year after the date of Completion of the Work or a designated portion thereof, or after the date for commencement of warranties established hereunder, or by the terms of an applicable special warranty required by the Contract Documents, any of the Work is found to be not in accordance with the requirements of the Contract Documents, Developer shall correct it promptly after receipt of written notice from the District to do so. This period of one (1) year shall be extended with respect to portions of the Work first performed after Completion by the period of time between Completion and the actual performance of the Work. This obligation hereunder shall survive District's acceptance of the Work under the Contract Documents and termination of the Contract Documents. The District shall give such notice promptly after discovery of the condition.

23.3 District's Right to Perform Work

23.3.1 If Developer should neglect to prosecute the Work properly or fail to perform any provisions of the Contract Documents, the District, after providing FORTY-EIGHT (48) hours' written notice and an opportunity to cure the failure, to Developer, may, without prejudice to any other remedy it may have, make good such deficiencies and may deduct the cost thereof from the payment then or thereafter due Developer.

23.3.2 If it is found at any time, before or after completion of the Work, that Developer has varied from the Drawings and/or Specifications, including, but not limited to, variation in material, quality, form, or finish, or in the amount or value of the materials and labor used, District may require at its option:

23.3.2.1 That all such improper Work be removed, remade or replaced, and all work disturbed by these changes be made good by Developer at no additional cost to the District.

23.3.2.2 That the District deduct from any amount due Developer the sum of money equivalent to the difference in value between the work performed and that called for by the Drawings and Specifications; or

23.3.2.3 That the District exercise any other remedy it may have at law or under the Contract Documents, including but not limited to the District hiring its own forces or another contractor to replace Developer's nonconforming Work, in which case the District shall either issue a deductive Change Order, a Construction Change Directive, or invoice Developer for the cost of that work. Developer shall pay any invoices within thirty (30) days of receipt of same or District may withhold those amounts from payment(s) to Developer.

24. Termination And Suspension

The Parties' rights to terminate the Project are as indicated in the Facilities Lease. In the event of a termination of the Facilities Lease and notwithstanding any other provision in the Contract Documents, the Surety shall remain liable to all obligees under the Payment Bond and to the District under the Performance Bond for any claim related to the Project.

25. Claims Process

25.1 Obligation to File Claims for Disputes

25.1.1 Should Developer otherwise seek extra time or compensation for any reason whatsoever, then Developer shall first follow procedures set forth in the Contract Documents including, without limitation, Articles 15, 16 and 17, all of which are conditions precedent to submitting a Claim pursuant to Article 25. A Notice of Delay or Proposed Change Order are less formal procedures that proceed the formal claim and do not constitute a Claim. A Claim also does not include correspondence, RFIs, vouchers, invoices, progress payment applications, or other routine or authorized form of requests for progress payments in compliance with the Contract. If a dispute remains, then Developer shall give written notice to District that expressly invokes this Article 25 within the time limits set forth herein.

25.1.2 Developer's sole and exclusive remedy for a Dispute is to file a written claim setting forth Developer's position as required herein within the time limits set forth herein.

25.2 Duty to Perform during Claim Process

Developer and its subcontractors shall continue to perform its Work under the Contract, including the Disputed Work, and shall not cause a delay of the Work during any dispute, claim, negotiation, mediation, or arbitration proceeding, except by written agreement by the District.

25.3 Definition of Claim

25.3.1 Pursuant to Public Contract Code section 9204, the term "Claim" means a separate demand by Developer sent by registered mail or certified mail with return receipt requested, for one or more of the following:

25.3.1.1 A time extension, including without limitation, for relief of damages or penalties for delay assessed by the District under the Contract;

25.3.1.2 Payment by the District of money or damages arising from work done by, or on behalf of, Developer pursuant to the Contract and payment of which is not otherwise expressly provided for or to which Developer is not otherwise entitled to; or

25.3.1.3 An amount of payment disputed by the District.

25.4 Claims Presentation

25.4.1 Form and Contents of Claim

25.4.1.1 If Developer intends to submit a Claim for an increase in the Guaranteed Maximum Price and/or Contract Time for any reason including, without limitation, the acts of District or its agents, Developer shall, within thirty (30) days after the event giving rise to the Claim, give notice of the Claim ("Notice of Potential Claim") in writing, specifically identifying Developer is invoking this Article 25 Claims Presentation. The Notice of Potential Claim shall provide Developer's

preliminary request for an adjustment to the Guaranteed Maximum Price and/or Contract Time, with a description of the grounds therefore.

25.4.1.2 Within thirty (30) days after serving the written Notice of Potential Claim, Developer shall provide a Claim including an itemized statement of the details and amounts of its Claim for any increase in the Guaranteed Maximum Price or Contract Time, as provided below, including a Time Impact Analysis and any and all other documentation substantiating Developer's claimed damages:

25.4.1.2.1 The issues, events, conditions, circumstances and/or causes giving rise to the dispute;

25.4.1.2.2 Citation to provisions in the Contract Documents, statute sections, and/or case law entitling Developer to an increase in the Guaranteed Maximum Price or Contract Time;

25.4.1.2.3 The pertinent dates and/or durations and actual and/or anticipated effects on the Guaranteed Maximum Price, Contract Schedule milestones and/or Contract Time adjustments;

25.4.1.2.4 The Time Impact Analysis of all time delays that shows actual time impact on the critical path; and

25.4.1.2.5 The line-item costs for labor, material, and/or equipment, if applicable, for all cost impacts priced like a change order according to Article 17 and must be updated monthly as to cost and entitlement if a continuing claim.

25.4.1.3 The Claim shall include the following certification by Developer:

25.4.1.3.1 The undersigned Developer certifies under penalty of perjury that the attached dispute is made in good faith; that the supporting data is accurate and complete to the best of my knowledge and belief; that the amount requested accurately reflects the adjustment for which Developer believes the District is liable; and that I am duly authorized to certify the claim on behalf of Developer.

25.4.1.3.2 Furthermore, Developer understands that the value of the attached dispute expressly includes any and all of Developer's costs and expenses, direct and indirect, resulting from the Work performed on the Project, additional time required on the Project and/or resulting from delay to the Project including, without limitation, cumulative impacts. Any costs, expenses, damages, or time extensions not included are deemed waived.

25.4.2 Developer shall bear all costs incurred in the preparation and submission of a Claim.

25.4.3 Failure to timely submit a Claim and the requisite supporting documentation shall constitute a waiver of Developer's claim(s) against the

District and Developer's Claim(s) for compensation or an extension of time shall be deemed waived, released, and discharged as to any entitlement for adjustment to Guaranteed Maximum Price and/or Contract Time.

25.5 Claim Resolution pursuant to Public Contract Code section 9204

Developer may request to waive the claims procedure under Public Contract Code section 9204 and proceed directly to the commencement of a civil action or binding arbitration. If Developer chooses to proceed, Developer shall comply with the following steps:

25.5.1 STEP 1:

25.5.1.1 Upon receipt of a Claim by registered or certified mail, return receipt requested, including the documents necessary to substantiate it, the District shall conduct a reasonable review of the Claim and, within a period not to exceed forty-five (45) days, shall provide Developer a written statement identifying what portion of the Claim is disputed and what portion is undisputed. Upon receipt of a Claim, the District and Developer may, by mutual agreement, extend the time period to provide a written statement. If the District needs approval from its governing body to provide Developer a written statement identifying the disputed portion and the undisputed portion of the Claim, and the governing body does not meet within the 45 days or within the mutually agreed to extension of time following receipt of Claim sent by registered mail or certified mail, return receipt requested, the District shall have up to three (3) days following the next duly publicly noticed meeting of the governing body after the 45-day period, or extension, expires to provide Developer a written statement identifying the disputed portion and the undisputed portion.

25.5.1.1.1 Any payment due on an undisputed portion of the Claim shall be processed and made within sixty (60) days after the District issues its written statement. Amounts not paid in a timely manner as required by this section, shall bear interest at seven percent (7%) per annum.

25.5.1.2 Upon receipt of a Claim, the parties may mutually agree to waive, in writing, mediation and proceed directly to the commencement of a civil action or binding arbitration, as applicable. In this instance, District and Developer must comply with the sections below regarding Public Contract Code section 20104 et seq. and Government Code Claim Act Claims.

25.5.1.3 If the District fails to issue a written statement, or to otherwise meet the time requirements of this section, this shall result in the Claim being deemed rejected in its entirety. A claim that is denied by reason of the District's failure to have responded to a claim, or its failure to otherwise meet the time requirements of this section, shall not constitute an adverse finding with regard to the merits of the claim or the responsibility or qualifications of Developer.

25.5.2 STEP 2:

25.5.2.1 If Developer disputes the District's written response, or if the District fails to respond to a Claim within the time prescribed, Developer may demand in writing an informal conference to meet and confer for settlement of the issues in dispute. Upon receipt of a demand in writing sent by registered mail or certified mail, return receipt requested, the District shall schedule a meet and confer conference within thirty (30) days for settlement of the dispute. Within ten (10) business days following the conclusion of the meet and confer conference, if the claim or any portion of the claim remains in dispute, the District shall provide Developer a written statement identifying the portion of the claim that remains in dispute and the portion that is undisputed.

25.5.2.2 Any payment due on an undisputed portion of the claim shall be processed and made within 60 days after the District issues its written statement. Amounts not paid in a timely manner as required by this section, shall bear interest at seven percent (7%) per annum.

25.5.3 STEP 3:

25.5.3.1 Any disputed portion of the claim, as identified by Developer in writing, shall be submitted to nonbinding mediation, with the District and Developer sharing the associated costs equally. The District and Developer shall mutually agree to a mediator within 10 business days after the disputed portion of the claim has been identified in writing. If the parties cannot agree upon a mediator, each party shall select a mediator and those mediators shall select a qualified neutral third party to mediate with regard to the disputed portion of the claim. Each party shall bear the fees and costs charged by its respective mediator in connection with the selection of the neutral mediator. If mediation is unsuccessful, the parts of the claim remaining in dispute shall be subject to applicable procedures outside this section.

25.5.3.1.1 For purposes of this section, mediation includes any nonbinding process, including, but not limited to, neutral evaluation or a dispute review board, in which an independent third party or board assists the parties in dispute resolution through negotiation or by issuance of an evaluation. Any mediation utilized shall conform to the timeframes in this section.

25.5.3.2 Unless otherwise agreed to by the District and Developer in writing, the mediation conducted pursuant to this section shall excuse any further obligation under Public Contract Code section 20104.4 to mediate after litigation has been commenced.

25.5.4 STEP 4:

25.5.4.1 If mediation under this section does not resolve the parties' dispute, the District may, but does not require arbitration of disputes under private arbitration or the Public Works Contract Arbitration Program.

25.6 Subcontractor Pass-Through Claims

25.6.1 If a subcontractor or a lower tier subcontractor lacks legal standing to assert a claim against a District because privity of contract does not exist, the contractor may present to the District a Claim on behalf of a subcontractor or lower tier subcontractor. A subcontractor may request in writing, either on his or her own behalf or on behalf of a lower tier subcontractor, that Developer present a Claim for work which was performed by the subcontractor or by a lower tier subcontractor on behalf of the subcontractor. The subcontractor requesting that the Claim be presented to the District shall furnish reasonable documentation to support the Claim.

25.6.2 Within forty-five (45) days of receipt of this written request from a subcontractor, Developer shall notify the subcontractor in writing as to whether Developer presented the Claim to the District and, if Developer did not present the Claim, provide the subcontractor with a statement of the reasons for not having done so.

25.6.3 Developer shall bind all its Subcontractors to the provisions of this section and will hold the District harmless against Claims by Subcontractors.

25.7 Government Code Claim Act Claim

25.7.1 If a Claim, or any portion thereof, remains in dispute upon satisfaction of all applicable Claim Resolution requirements, including those pursuant to Public Contract Code section 9204, Developer shall comply with all claims presentation requirements as provided in Chapter 1 (commencing with section 900) and Chapter 2 (commencing with section 910) of Part 3 of Division 3.6 of Title 1 of Government Code as a condition precedent to Developer's right to bring a civil action against the District.

25.7.2 Developer shall bear all costs incurred in the preparation, submission and administration of a Claim. Any claims presented in accordance with the Government Code must affirmatively indicate Developer's prior compliance with the claims procedure herein of the claims asserted.

25.7.3 For purposes of those provisions, the running of the time within which a claim pursuant to Public Contract Code section 20104.2 only must be presented to the District shall be tolled from the time the Developer submits its written claim until the time that the claim is denied as a result of the meet and confer process, including any period of time utilized by the meet and confer process.

25.8 Claim Resolution pursuant to Public Contract Code section 20104 et seq.

25.8.1 In the event of a disagreement between the parties as to performance of the Work, the interpretation of this Contract, or payment or nonpayment for Work performed or not performed, the parties shall attempt to resolve all claims of three hundred seventy-five thousand dollars ($375,000) or less which arise between Developer and District by those procedures set forth in Public Contract Code section 20104 et seq., to the extent applicable.

25.8.1.1 Developer shall file with the District any written Claim, including the documents necessary to substantiate it, upon the application for final payment.

25.8.1.2 For claims of less than fifty thousand dollars ($50,000), the District shall respond in writing within forty-five (45) days of receipt of

the Claim or may request in writing within thirty (30) days of receipt of the Claim any additional documentation supporting the claim or relating to defenses or claims the District may have against Developer.

25.8.1.2.1 If additional information is required, it shall be requested and provided by mutual agreement of the parties.

25.8.1.2.2 District's written response to the documented Claim shall be submitted to Developer within fifteen (15) days after receipt of the further documentation or within a period of time no greater than that taken by Developer to produce the additional information, whichever is greater.

25.8.1.3 For claims of over fifty thousand dollars ($50,000) and less than or equal to three hundred seventy-five thousand dollars ($375,000), the District shall respond in writing to all written Claims within sixty (60) days of receipt of the claim, or may request, in writing, within thirty (30) days of receipt of the Claim any additional documentation supporting the Claim or relating to defenses or claims the District may have against Developer.

25.8.1.3.1 If additional information is required, it shall be requested and provided upon mutual agreement of the District and Developer.

25.8.1.3.2 The District's written response to the claim, as further documented, shall be submitted to Developer within thirty (30) days after receipt of the further documentation, or within a period of time no greater than that taken by Developer to produce the additional information or requested documentation, whichever is greater.

25.8.1.4 If Developer disputes the District's written response, or the District fails to respond within the time prescribed, Developer may so notify the District, in writing, either within fifteen (15) days of receipt of the District's response or within fifteen (15) days of the District's failure to respond within the time prescribed, respectively, and demand an informal conference to meet and confer for settlement of the issues in dispute. Upon a demand, the District shall schedule a meet and confer conference within thirty (30) days for settlement of the dispute.

25.8.1.5 Following the meet and confer conference, if the claim or any portion of it remains in dispute, Developer shall file a claim as provided in Chapter 1 (commencing with Section 900) and Chapter 2 (commencing with Section 910) of Part 3 of Division 3.6 of Title 1 of the Government Code. For purposes of those provisions the running of the time within which a claim must be filed shall be tolled from the time Developer submits its written Claim until the time the Claim is denied, including any period of time utilized by the meet and confer process.

25.8.1.6 For any civil action filed to resolve claims filed pursuant to this section, within sixty (60) days, but no earlier than thirty (30) days, following the filing of responsive pleadings, the court shall submit the matter to nonbinding mediation unless waived by mutual stipulation of

both parties. The mediation process shall provide for the selection within fifteen (15) days by both parties of a disinterested third person as mediator, shall be commenced within thirty (30) days of the submittal, and shall be concluded within fifteen (15) days from the commencement of the mediation unless a time requirement is extended upon a good cause showing to the court or by stipulation of both parties. If the parties fail to select a mediator within the 15-day period, any party may petition the court to appoint the mediator.

25.8.1.7 If the matter remains in dispute, the case shall be submitted to judicial arbitration pursuant to Chapter 2.5 (commencing with Section 1141.10) of the Title 3 of Part 3 of the Code of Civil Procedure, notwithstanding Section 1141.11 of that code. The Civil Discovery Act, (commencing with Section 2016) of Chapter 1 of Title 4 of part 4 of the Code of Civil Procedure) shall apply to any proceeding brought under this subdivision consistent with the rules pertaining to judicial arbitration.

25.8.1.8 The District shall not fail to pay money as to any portion of a Claim which is undisputed except as otherwise provided in the Contract Documents. In any suit filed pursuant to this section, the District shall pay interest at the legal rate on any arbitration award or judgment. Interest shall begin to accrue on the date the suit is filed in a court of law.

25.8.2 Developer shall bind its Subcontractors to the provisions of this Article and will hold the District harmless against disputes by Subcontractors.

25.9 Claims Procedure Compliance

25.9.1 Failure to submit and administer claims as required in Article 25 shall waive Developer's right to claim on any specific issues not included in a timely submitted claim. Claim(s) not raised in a timely protest and timely claim submitted under this Article 25 may not be asserted in any subsequent litigation, Government Code Claim, or legal action.

25.9.2 District shall not be deemed to waive any provision under this Article 25, if at District's sole discretion, a claim is administered in a manner not in accord with this Article 25. Waivers or modifications of this Article 25 may only be made by a signed change order approved as to form by legal counsel for both District and Developer; oral or implied modifications shall be ineffective.

25.10 Claim Resolution Non-Applicability

25.10.1 The procedures for dispute and claim resolution set forth in this Article shall not apply to the following:

25.10.1.1 Personal injury, wrongful death or property damage claims.

25.10.1.2 Latent defect or breach of warranty or guarantee to repair.

25.10.1.3 Stop payment notices.

25.10.1.4 District's rights set forth in the Article on Suspension and Termination.

25.10.1.5 Disputes arising out of labor compliance enforcement by the Department of Industrial Relations; or

25.10.1.6 District rights and obligations as a public entity set forth in applicable statutes; provided, however, that penalties imposed against a public entity by statutes, including, but not limited to, Public Contract Code sections 20104.50 and 7107, shall be subject to the Claim Resolution requirements provided in this Article.

25.11 Attorney's Fees

25.11.1 Should litigation be necessary to enforce any terms or provisions of this Contract, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.

26. State Labor, Wage & Hour, Apprentice, And Related Provisions

26.1 Labor Compliance and Enforcement

Since this Project is subject to labor compliance and enforcement by the Department of Industrial Relations ("DIR"), Developer specifically acknowledges and understands that it shall perform the Work of this Agreement while complying with all the applicable provisions of Division 2, Part 7, Chapter 1, of the Labor Code and Title 8 of the California Code of Regulations, including, without limitation, the requirement that Developer and all Subcontractors shall timely furnish complete and accurate electronic certified payroll records directly to the DIR. The District may not issue payment if this requirement is not met.

26.2 Wage Rates, Travel, and Subsistence

26.2.1 Pursuant to the provisions of Article 2 (commencing at section 1770), Chapter 1, Part 7, Division 2, of the Labor Code of California, the general prevailing rate of per diem wages and the general prevailing rate for holiday and overtime work in the locality in which this public work is to be performed for each craft, classification, or type of worker needed to execute the Contract Documents are on file at the District's principal office and copies will be made available to any interested party on request or available online at http://www.dir.ca.gov/. Developer shall obtain and post a copy of these wage rates at the job site.

26.2.2 Holiday and overtime work, when permitted by law, shall be paid for at a rate of at least one and one-half times the above specified rate of per diem wages, unless otherwise specified. The holidays upon which those rates shall be paid need not be specified by the District but shall be all holidays recognized in the applicable collective bargaining agreement. If the prevailing rate is not based on a collectively bargained rate, the holidays upon which the prevailing rate shall be paid shall be as provided in Section 6700 of the Government Code.

26.2.3 Developer shall pay and shall cause to be paid each worker engaged in Work on the Project not less than the general prevailing rate of per diem wages determined by the Director of the Department of Industrial Relations ("DIR") ("Director"), regardless of any contractual relationship which may be alleged to exist between Developer or any Subcontractor and such workers.

26.2.4 If, prior to execution of the Facilities Lease, the Director determines that there has been a change in any prevailing rate of per diem wages in the locality in which the Work under the Contract Documents is to be performed, such change shall not alter the wage rates in the Contract Documents subsequently awarded.

26.2.5 Pursuant to Labor Code section 1775, Developer shall, as a penalty, forfeit the statutory amount (believed by the District to be currently two hundred dollars ($200) to District for each calendar day, or portion thereof, for each worker paid less than the prevailing rates, determined by the District and/or the Director, for the work or craft in which that worker is employed for any public work done under Contract by Developer or by any Subcontractor under it. The difference between such prevailing wage rates and the amount paid to each worker for each calendar day or portion thereof for which each worker was paid less than the prevailing wage rate, shall be paid to each worker by Developer.

26.2.6 Any worker employed to perform Work on the Project, which Work is not covered by any classification listed in the general prevailing wage rate of per diem wages determined by the Director, shall be paid not less than the minimum rate of wages specified therein for the classification which most nearly corresponds to Work to be performed by him, and that minimum wage rate shall be retroactive to time of initial employment of the person in that classification.

26.2.7 Pursuant to Labor Code section 1773.1, per diem wages are deemed to include employer payments for health and welfare, pension, vacation, travel time, subsistence pay, and apprenticeship or other training programs authorized by Labor Code section 3093, and similar purposes.

26.2.8 Developer shall post at appropriate conspicuous points on the Project Site a schedule showing all determined minimum wage rates and all authorized deductions, if any, from unpaid wages actually earned. In addition, Developer shall post a sign-in log for all workers and visitors to the Site, a list of all Subcontractors of any tier on the Site, and the required Equal Employment Opportunity poster(s).

26.3 Hours of Work

26.3.1 As provided in Article 3 (commencing at section 1810), Chapter 1, Part 7, Division 2, of the Labor Code, eight (8) hours of labor shall constitute a legal day of work. The time of service of any worker employed at any time by Developer or by any Subcontractor on any subcontract under the Contract Documents upon the Work or upon any part of the Work contemplated by the Contract Documents shall be limited and restricted by Developer to eight (8) hours per day, and forty (40) hours during any one week, except as hereinafter provided. Notwithstanding the provisions hereinabove set forth, Work performed by employees of Developer in excess of eight (8) hours per day and forty (40) hours during any one week, shall be permitted upon this public work upon compensation for all hours worked in excess of eight (8) hours per day at not less than one and one-half times the basic rate of pay.

26.3.2 Developer shall keep and shall cause each Subcontractor to keep an accurate record showing the name of and actual hours worked each calendar day and each calendar week by each worker employed by Developer in connection with the Work or any part of the Work contemplated by the Contract

Documents. The record shall be kept open at all reasonable hours to the inspection of District and to the Division of Labor Standards Enforcement of the DIR.

26.3.3 Pursuant to Labor Code section 1813, Developer shall, as a penalty, forfeit the statutory amount (believed by the District to be currently twenty-five dollars ($25)) to the District for each worker employed in the execution of the Contract Documents by Developer or by any Subcontractor for each calendar day during which a worker is required or permitted to work more than eight (8) hours in any one calendar day and forty (40) hours in any one calendar week in violation of the provisions of Article 3 (commencing at section 1810), Chapter 1, Part 7, Division 2, of the Labor Code.

26.3.4 Any Work necessary to be performed after regular working hours, or on Sundays or other holidays shall be performed without additional expense to the District.

26.4 Payroll Records

26.4.1 Developer shall upload, and shall cause each Subcontractor performing any portion of the Work under this Contract to upload, an accurate and complete certified payroll record ("CPR") electronically using DIR's eCPR System by uploading the CPRs by electronic XML file or entering each record manually using the DIR's iform (or current form) online no less than every thirty (30) days while Work is being performed and within thirty (30) days after the final day of Work performed on the Project and within ten (10) days of any request by the District or Labor Commissioner at http://www.dir.ca.gov/Public-Works/Certified/Payroll-Reporting.html or current application and URL, showing the name, address, social security number, work classification, straight time, and overtime hours worked each day and week, and the actual per diem wages paid to each journeyman, apprentice, worker, or other employee employed by Developer and/or each Subcontractor in connection with the Work.

26.4.1.1 The CPRs enumerated hereunder shall be filed directly with the DIR on a weekly basis or to the requesting party, whether the District or DIR, within ten (10) days after receipt of each written request. The CPRs from Developer and each Subcontractor for each week shall be provided on or before ten (10) days after the end of the Sunday to Saturday conventional week covered by the CPRs. District may not make any payment to Developer until:

26.4.1.1.1 Developer and/or its Subcontractor(s) provide CPRs acceptable to the District and DIR.

26.4.1.1.2 Any delay in Developer and/or its Subcontractor(s) providing CPRs to the District or DIR in a timely manner may directly delay the District's review and/or audit of the CPRs and Developer's payment.

26.4.2 All CPRs shall be available for inspection at all reasonable hours at the principal office of Developer on the following basis:

26.4.2.1 A certified copy of an employee's CPR shall be made available for inspection or furnished to the employee or his/her authorized representative on request.

26.4.2.2 CPRs shall be made available for inspection or furnished upon request or as required by regulation to a representative of the District, Division of Labor Standards Enforcement, Division of Apprenticeship Standards, and/or the DIR.

26.4.2.3 CPRs shall be made available upon request by the public for inspection or copies thereof made; provided, however, that a request by the public shall be made through the District, Division of Apprenticeship Standards, or the Division of Labor Standards Enforcement. If the requested CPRs have not been provided pursuant to the provisions herein, the requesting party shall, prior to being provided the records, reimburse the costs of preparation by Developer, Subcontractors, and the entity through which the request was made. The public shall not be given access to the records at the principal office of Developer.

26.4.3 Any copy of records made available for inspection as copies and furnished upon request to the public or any public agency by District, Division of Apprenticeship Standards, Division of Labor Standards Enforcement, or DIR shall be mark ed or obliterated in such a manner as to prevent disclosure of an individual's name, address, and social security number. The name and address of Developer awarded the Project under the Contract Documents or performing under the Contract Documents shall not be marked or obliterated.

26.4.4 Developer shall inform District of the location of the records enumerated hereunder, including the street address, city, and county, and shall, within five (5) working days of a change in location of the records, provide a notice of change of location and address.

26.4.5 In the event of noncompliance with the requirements of this section, Developer shall have ten (10) days in which to comply subsequent to receipt of written notice specifying in what respects Developer must comply with this section. Should noncompliance still be evident after the ten (10) day period, Developer shall, as a penalty, forfeit up to one hundred dollars ($100) to District for each calendar day, or portion thereof, for each worker, until strict compliance is effectuated. Upon the request of the Labor Commissioner, these penalties shall be withheld from Tenant Improvement Payments then due.

26.4.6 [Reserved]

26.5 [Reserved]

26.6 Apprentices

26.6.1 Developer acknowledges and agrees that, if the Contract Documents involve a dollar amount greater than or a number of working days greater than that specified in Labor Code section 1777.5, then this Contract is governed by the provisions of Labor Code Section 1777.5 and 29 CFR part 5. It shall be the responsibility of Developer to ensure compliance with this Article and with Labor Code section 1777.5 for all apprenticeship occupations.

26.6.2 Apprentices of any crafts or trades may be employed and, when required by Labor Code section 1777.5, shall be employed provided they are properly registered in full compliance with the provisions of the Labor Code.

26.6.3 Every apprentice shall be paid the standard wage paid to apprentices under the regulations of the craft or trade at which he/she is employed and shall be employed only at the work of the craft or trade to which she/he is registered.

26.6.4 Only apprentices, as defined in section 3077 of the Labor Code, who are in training under apprenticeship standards and written apprentice agreements under Chapter 4 (commencing at section 3070), Division 3, of the Labor Code, are eligible to be employed. The employment and training of each apprentice shall be in accordance with the provisions of the apprenticeship standards and apprentice agreements under which he/she is training.

26.6.5 Pursuant to Labor Code section 1777.5, if that section applies to this Contract as indicated above, Developer and any Subcontractors employing workers in any apprenticeable craft or trade in performing any Work under this Contract shall apply to the applicable joint apprenticeship committee for a certificate approving Developer or Subcontractor under the applicable apprenticeship standards and fixing the ratio of apprentices to journeymen employed in performing the Work.

26.6.6 Pursuant to Labor Code section 1777.5, if that section applies to this Contract as indicated above, Developer and any Subcontractor may be required to make contributions to the apprenticeship program.

26.6.7 If Developer or Subcontractor willfully fails to comply with Labor Code section 1777.5, then, upon a determination of noncompliance by the Administrator of Apprenticeship, it shall:

26.6.7.1 Be denied the right to bid on any subsequent project for one (1) year from the date of such determination.

26.6.7.2 Forfeit, as a penalty, to District the full amount stated in Labor Code section 1777.7. Interpretation and enforcement of these provisions shall be in accordance with the rules and procedures of the California Apprenticeship Council and under the authority of the Chief of the Division of Apprenticeship Standards.

26.6.7.3 Developer and all Subcontractors shall comply with Labor Code section 1777.6, which section forbids certain discriminatory practices in the employment of apprentices.

26.6.7.4 Developer shall become fully acquainted with the law regarding apprentices prior to commencement of the Work. Special attention is directed to sections 1777.5, 1777.6, and 1777.7 of the Labor Code, and Title 8, California Code of Regulations, Section 200 et seq. Questions may be directed to the State Division of Apprenticeship Standards, 455 Golden Gate Avenue, 9th Floor, San Francisco, California 94102.

26.7 Skilled and Trained Workforce

26.7.1 Developer and its subcontractors at every tier hereby provide an enforceable commitment to comply with Public Contract Code section 2600 et seq., which requires use of a skilled and trained workforce to perform all work on the Contract or Project that falls within an apprenticeable occupation in the building and construction trades.

26.7.1.1 "Apprenticeable Occupation" means an occupation for which the Chief of the Division of Apprenticeship Standards of the Department of Industrial Relations ("Chief") had approved an apprenticeship program pursuant to Section 3075 of the Labor Code before January 1, 2014.

26.7.1.2 "Skilled and Trained Workforce" means a workforce that meets all of the following conditions:

26.7.1.2.1 All of the workers are either skilled journeypersons or apprentices registered in an apprenticeship program approved by the Chief.

26.7.1.2.2 That either (A) the number of the skilled journeypersons employed to perform work on the Contract or Project by Developer or its subcontractors at every tier are graduates of an apprenticeship program for the applicable occupation that was either approved by the Chief pursuant to Labor Code section 3075 or located outside California and approved for federal purposes pursuant to the apprenticeship regulations adopted by the federal Secretary of Labor, or (B) the hours of work performed by skilled journeypersons who have graduated from an approved apprenticeship program meet at least the percentages set forth in the following chart:

REQUIREMENT	EXCLUDED OCCUPATIONS
0%	Teamster
At least 30%	Acoustical installer, bricklayer, carpenter, cement mason, drywall installer or lather, marble mason, finisher, or setter, modular furniture or systems installer, operating engineer, pile driver, plasterer, roofer or waterproofer, stone mason, surveyor, terrazzo worker or finisher, and tile layer, setter, or finisher
At least 60%	All remaining apprenticeable occupations

26.7.1.2.3 For an apprenticeable occupation in which no apprenticeship program has been approved by the Chief before January 1, 1995, up to one-half of the above graduation percentage requirements set forth in the above chart may be satisfied by skilled journeypersons who commenced working in the apprenticeable occupation before the Chief's approval of an apprenticeship program for that occupation in the county in which the Project is located.

26.7.1.2.4 The contractor or subcontractor need not meet the apprenticeship graduation requirements if:

26.7.1.2.4.1 During a calendar month, Developer or subcontractor employs skilled journeypersons to perform fewer than 10 hours of work on the Contract or Project; or

26.7.1.2.4.2 The subcontractor was not a listed subcontractor under Public Contract Code section 4104 or a substitute for a listed subcontractor, and the subcontract does not exceed one-half of one percent (0.5%) of the price of the prime contract.

26.7.1.3 "Skilled Journeyperson" means a worker who either:

26.7.1.3.1 Graduated from an apprenticeship program for the applicable occupation that was approved by the Chief or located outside of California and approved for federal purposes pursuant to the apprenticeship regulations adopted by the federal Secretary of Labor; or

26.7.1.3.2 Has at least as many hours of on-the-job experience in the applicable occupation as would be required to graduate from an apprenticeship program for the applicable occupation that is approved by the Chief.

26.7.2 Developer and its subcontractors will demonstrate its compliance with the Skilled and Trained Workforce requirements by either of the following:

26.7.2.1 Provide monthly reports to the District demonstrating that Developer and its subcontractors are complying with the requirements of Public Contract Code section 2600 et seq., which shall be a public record under California Public Records Act, Government Code section 6250 et seq.; or

26.7.2.2 Provide evidence that Developer and its subcontractors have agreed to be bound by: (1) a project labor agreement entered into by the District that binds all contractors and all its subcontractors at every tier performing work on the Project to use a skilled and trained workforce; (2) the extension or renewal of a project labor agreement entered into by the District prior to January 1, 2017; or (3) a project labor agreement that binds all contractors and all its subcontractors at every tier performing work on the Project to use a skilled and trained workforce.

26.8 [Reserved]

26.9 Non-Discrimination

26.9.1 Developer herein agrees to comply with the provisions of the California Fair Employment and Housing Act as set forth in Part 2.8 of Division 3 of Title 2 of the California Government Code, commencing at section 12900; the Federal Civil Rights Act of 1964, as set forth in Public Law 88-352, and all amendments

thereto; Executive Order 11246; and all administrative rules and regulations found to be applicable to Developer and Subcontractor.

26.9.2 Special requirements for Federally Assisted Construction Contracts: During the performance of the requirement of the Contract Documents, Developer agrees to incorporate in all subcontracts the provisions set forth in Chapter 60-1.4(b) of Title 41 published in Volume 33 No. 104 of the Federal Register dated May 28, 1968.

26.10 Labor First Aid

Developer shall maintain emergency first aid treatment for Developer's laborers and mechanics on the Project which complies with the Federal Occupational Safety and Health Act of 1970 (29 U.S.C. § 651 et seq.) and the California Occupational Safety and Health Act of 1973 (Lab. Code, § 6300 et seq.; 8 Cal. Code of Regs., § 330 et seq.).

27. [Reserved]

28. Miscellaneous

28.1 Assignment of Antitrust Actions

Although this project may not have been formally bid, the following provisions may apply:

28.1.1 Section 7103.5(b) of the Public Contract Code states:

In entering into a public works contract or subcontract to supply goods, services, or materials pursuant to a public works contract, the contractor or subcontractor offers and agrees to assign to the awarding body all rights, title, and interest in and to all causes of action it may have under Section 4 of the Clayton Act (15 U.S.C. Sec. 15) or under the Cartwright Act (Chapter 2 (commencing with Section 16700) of Part 2 of Division 7 of the Business and Professions Code), arising from purchases of goods, services, or materials pursuant to the public works contract or the subcontract. This assignment shall be made and become effective at the time the awarding body tenders final payment to the contractor, without further acknowledgment by the parties.

28.1.2 Section 4552 of the Government Code states in pertinent part:

In submitting a bid to a public purchasing body, the bidder offers and agrees that if the bid is accepted, it will assign to the purchasing body all rights, title, and interest in and to all causes of action it may have under Section 4 of the Clayton Act (15 U.S.C. Sec. 15) or under the Cartwright Act (Chapter 2 (commencing with Section 16700) of Part 2 of Division 7 of the Business and Professions Code), arising from purchases of goods, materials, or services by the bidder for sale to the purchasing body pursuant to the bid. Such assignment shall be made and become effective at the time the purchasing body tenders final payment to the bidder.

28.1.3 Section 4553 of the Government Code states in pertinent part:

If an awarding body or public purchasing body receives, either through judgment or settlement, a monetary recovery for a cause of action assigned

under this chapter, the assignor shall be entitled to receive reimbursement for actual legal costs incurred and may, upon demand, recover from the public body any portion of the recovery, including treble damages, attributable to overcharges that were paid by the assignor but were not paid by the public body as part of the bid price, less the expenses incurred in obtaining that portion of the recovery.

28.1.4 Section 4554 of the Government Code states in pertinent part:

Upon demand in writing by the assignor, the assignee shall, within one year from such demand, reassign the cause of action assigned under this part if the assignor has been or may have been injured by the violation of law for which the cause of action arose and (a) the assignee has not been injured thereby, or (b) the assignee declines to file a court action for the cause of action.

28.1.5 Under this Article, "public purchasing body" is District and "bidder" is Developer.

28.2 Excise Taxes

If, under Federal Excise Tax Law, any transaction hereunder constitutes a sale on which a Federal Excise Tax is imposed and the sale is exempt from such Federal Excise Tax because it is a sale to a State or Local Government for its exclusive use, District, upon request, will execute documents necessary to show (1) that District is a political subdivision of the State for the purposes of such exemption, and (2) that the sale is for the exclusive use of District. No Federal Excise Tax for such materials shall be included in any Guaranteed Maximum Price.

28.3 Taxes

Guaranteed Maximum Price is to include any and all applicable sales taxes or other taxes that may be due in accordance with section 7051 et seq. of the Revenue and Taxation Code, Regulation 1521 of the State Board of Equalization or any other tax code that may be applicable.

28.4 Shipments

Developer is responsible for any or all damage or loss to shipments until delivered and accepted on Site, as indicated in the Contract Documents. There must be no charge for containers, packing, unpacking, drayage, or insurance. The total Guaranteed Maximum Price shall be all inclusive (including sales tax) and no additional costs of any type will be considered.

28.5 Compliance with Government Reporting Requirements

If this Contract is subject to federal or other governmental reporting requirements because of federal or other governmental financing in whole or in part for the Project of which it is part, or for any other reason, Developer shall comply with those reporting requirements at the request of the District at no additional cost.

[END OF DOCUMENT]

EXHIBIT D

GENERAL CONSTRUCTION PROVISIONS

Attached are the general construction terms and conditions for the Project.

EXHIBIT D-1

SPECIAL CONDITIONS

1. Preparation of Solicitation of Subsequent Contracts

Insert Section 6.1.9 in Exhibit D of the Facilities Lease

6.1.9 Developer's duties and services under this Facilities Lease shall not include preparing or assisting the District with any portion of the District's preparation of a request for proposals, request for qualifications, or any other solicitation regarding a subsequent or additional contract with the District. The District shall at all times retain responsibility for public contracting, including with respect to any subsequent phase of this Project. Developer's participation in the planning, discussions, or drawing of project plans or specifications shall be limited to conceptual, preliminary, or initial plans or specifications. Developer shall cooperate with the District to ensure that all bidders for a subsequent contract on any subsequent phase of this Project have access to the same information, including all conceptual, preliminary, or initial plans or specifications prepared by Developer pursuant to this Facilities Lease.

2. Mitigation Measures

Developer shall comply with all applicable mitigation measures, as follows, adopted by any public agency with respect to this Project pursuant to the California Environmental Quality Act (Public Resources Code section 21000 et seq.) or Coastal Development Permit PLN2023-00223.

The Recommended Findings and Conditions of Approval for Coastal Development Permit PLN2023-00223 is attached hereto as **Attachment A**.

3. Modernization Projects

3.1. Access.

Access to the school buildings and entry to buildings, classrooms, restrooms, mechanical rooms, electrical rooms, or other rooms, for construction purposes, must be coordinated with District and onsite District personnel before Work is to start. Unless agreed to otherwise in writing, only a school custodian will be allowed to unlock and lock doors in existing building(s). The custodian will be available only while school is in session. If a custodian is required to arrive before 7:00 a.m. or leave after 3:30 p.m. to accommodate Developer's Work, the overtime wages for the custodian will be paid by Developer, unless at the discretion of the District, other arrangements are made in advance.

3.2. Master Key.

Upon request, the District may, at its own discretion, provide a master key to the school site for the convenience of Developer. Developer agrees to pay all expenses to re-key the entire school site and all other affected District buildings if the master key is lost or stolen, or if any unauthorized party obtains a copy of the key or access to the school.

3.3. Maintaining Services.

Developer is advised that Work is to be performed in spaces regularly scheduled for instruction. Interruption and/or periods of shutdown of public access, electrical service, water service, lighting, or other utilities shall be only as arranged in advance with the District. Developer shall provide temporary services to all facilities interrupted by Developer's Work.

3.4. Maintaining Utilities.

Developer shall maintain in operation during duration of Contract, drainage lines, storm drains, sewers, water, gas, electrical, steam, and other utility service lines within working area.

3.5. Confidentiality.

Developer shall maintain the confidentiality of all information, documents, programs, procedures and all other items that Developer encounters while performing the Work. This requirement shall be ongoing and shall survive the expiration or termination of this Contract and specifically includes, without limitation, all student, parent, and employee disciplinary information and health information.

3.6. Work during Instructional Time.

Developer affirms that Work may be performed during ongoing instruction in existing facilities. If so, Developer agrees to cooperate to the best of its ability to minimize any disruption to school operations and any use of school facilities by the public up to, and including, rescheduling specific work activities, at no additional cost to District.

3.7. No Work during Student Testing.

Developer shall, at no additional cost to the District and at the District's request, coordinate its Work to not disturb District students including, without limitation, not performing any Work when students at the Site are taking State or Federally-required tests.

4. Badge Policy for Contractors

All Contractors doing work for the District will provide their workers with identification badges. These badges will be worn by all members of the Contractor's staff who are working in a District facility.

4.1. Badges must be filled out in full and contain the following information:

4.1.1.1. Name of Contractor

4.1.1.2. Name of Employee

4.1.1.3. Contractor's address and phone number

4.2. Badges are to be worn when the Contractor or his/her employees are on site and must be visible at all times. Contractors must inform their employees that they are required to allow District employees, the Architect, the Construction Manager, the Program Manager, or the Project Inspector to review the information on the badges upon request.

4.3. Continued failure to display identification badges as required by this policy may result in the individual being removed from the Project or assessment of fines against the Contractor.

5. Substitution for Specified Items

The following provisions are added to Section 1.7 to ***Exhibit D*** *to the Facilities Lease:*

1.7.1 Whenever in the Specifications any materials, process, or article is indicated or specified by grade, patent, or proprietary name, or by name of manufacturer, that Specification shall be deemed to be followed by the words "or equal." Developer may, unless otherwise stated, offer any material, process, or article that shall be substantially equal or better in every respect to that so indicated or specified.

1.7.1.1 If the material, process, or article offered by Developer is not, in the opinion of the District, substantially equal or better in every respect to that specified, then Developer shall furnish the material, process, or article specified in the Specifications without any additional compensation or change order.

1.7.1.2 This provision shall not be applicable with respect to any material, product, thing or service for which District made findings and gave notice in accordance with Public Contract Code section 3400(c); therefore, Developer shall not be entitled to request a substitution with respect to those materials, products or services.

1.7.2 A request for a substitution shall be submitted as follows:

1.7.2.1 Developer shall notify the District in writing of any request for a substitution at least ten (10) days prior to proposal opening as indicated in the Request for Qualifications and Proposals.

1.7.2.2 Requests for Substitutions after award of the Contract shall be submitted within thirty-five (35) days of the date of the Notice to Proceed with Construction.

1.7.3 Within 35 days after the date of the Notice to Proceed with Construction, Developer shall provide data substantiating a request for substitution of "an equal" item, including but not limited to the following:

1.7.3.1 All variations of the proposed substitute from the material specified including, but not limited to, principles of operation, materials, or construction finish, thickness or gauge of materials, dimensions, weight, and tolerances;

1.7.3.2 Available maintenance, repair or replacement services;

1.7.3.3 Increases or decreases in operating, maintenance, repair, replacement, and spare parts costs;

1.7.3.4 Whether or not acceptance of the substitute will require other changes in the Work (or in work performed by the District or others under Contract with the District); and

1.7.3.5 The time impact on any part of the Work resulting directly or indirectly from acceptance of the proposed substitute.

1.7.4 No substitutions shall be made until approved, in writing, by the District. The burden of proof as to equality of any material, process, or article shall rest with Developer. Developer warrants that if substitutes are approved:

1.7.4.1 The proposed substitute is equal or superior in all respects to that specified, and that such proposed substitute is suitable and fit for the intended purpose and will perform adequately the function and achieve the results called for by the general design and the Contract Documents;

1.7.4.2 Developer provides the same warranties and guarantees for the substitute that would be provided for that specified;

1.7.4.3 Developer shall be fully responsible for the installation of the substitute and any changes in the Work required, either directly or indirectly, because of the acceptance of such substitute, with no increase in Contract Price or Contract Time. Incidental changes or extra component parts required to accommodate the substitute will be made by Developer without a change in the Contract Price or Contract Time;

1.7.4.4 Developer shall be responsible for any re-design costs occasioned by District's acceptance and/or approval of any substitute; and

1.7.4.5 Developer shall, in the event that a substitute is less costly than that specified, credit the District with one hundred percent (100%) of the net difference between the substitute and the originally specified material. In this event, Developer agrees to execute a deductive Change Order to reflect that credit.

1.7.5 In the event Developer furnishes a material, process, or article more expensive than that specified, the difference in the cost of that material, process, or article so furnished shall be borne by Developer.

1.7.6 In no event shall the District be liable for any increase in Contract Price or Contract Time due to any claimed delay in the evaluation of any proposed substitute or in the acceptance or rejection of any proposed substitute.

1.7.7 Developer shall be responsible for any costs the District incurs for professional services, DSA fees, or delay to the Project Schedule, if applicable, while DSA reviews changes for the convenience of Developer and/or to accommodate Developer's means and methods. District may deduct those costs from any amounts owing to Developer for the review of the request for substitution, even if the request for substitution is not approved. District, at its sole discretion, shall deduct from the payments due to and/or invoice Developer for all the professional services and/or DSA fees or delay to the Project Schedule, if applicable, while DSA reviews changes for the convenience of Developer and/or to accommodate Developer's means and methods.

6. Disabled Veterans Business Enterprise

This Project uses or may plan to use funds allocated pursuant to the State of California School Facility Program for the construction and/or modernization of school buildings. Education Code Section 17076.11 requires the District to have a participation goal for disabled veteran business enterprises ("DVBE") of at least three percent (3%), per year, of the overall dollar amount expended each year by the District on projects that receive state funding. Accordingly, Developer must submit the Disabled Veteran Business Enterprise Participation Certification to the District after issuance of the Notice of Award After Guaranteed Maximum

Price, identifying the steps Developer took to solicit DVBE participation in conjunction with this Contract.

7. As-Builts and Record Drawings

7.1. When called for by Division 1, Developer shall submit As-Built Drawings pursuant to the Contract Documents consisting of one set of computer-aided design and drafting ("CADD") files in the following format: .pdf, plus one set of As-Built Drawings.

7.2. Developer shall submit Record Drawings pursuant to the Contract Documents consisting of one set of computer-aided design and drafting ("CADD") files in the following format: .pdf, plus one set of Record Drawings.

8. Construction Manager

Vanir Construction Management, Inc. is the Construction Manager described in Section 4 to Exhibit D to the Facilities Lease, the General Construction Provisions.

9. Program Manager

Vanir Construction Management, Inc. is the Program Manager designated for the Project that is the subject of this Contract.

ATTACHMENT A

Recommended Findings and Conditions of Approval for Coastal Development Permit PLN2023-00223

Attachment A

County of San Mateo
Planning and Building Department

RECOMMENDED FINDINGS AND CONDITIONS OF APPROVAL

Permit or Project File Number: PLN2023-00223 Hearing Date: April 24, 2024

Prepared By: Camille Leung, Senior Planner For Adoption By: Planning Commission

RECOMMENDED FINDINGS

Regarding the Coastal Development Permit, Find:

1. That the project, as described in the application and accompanying materials required by Section 6328.7 and as conditioned in accordance with Section 6328.14, conforms to the plans, policies, requirements and standards of the San Mateo County Local Coastal Program (LCP), specifically in regard to LCP Policies regarding Locating and Planning New Development and Visual Resources. The project allows a conditionally permitted use to continue at the existing school campus. As proposed and conditioned, the project does not pose any adverse significant impacts on coastal resources, the visual quality of the area, or sensitive habitat.

2. That the project is not subject to the public access and public recreation policies of Chapter 3 of the Coastal Act of 1976 (commencing with Section 30200 of the Public Resources Code), as the project is not located between the nearest public road and the sea, or the shoreline of Pescadero Marsh.

3. That the project conforms to specific findings required by policies of the San Mateo County LCP with regard to Locating and Planning New Development and Visual Resources Components. The project will be served with an adequate municipal water supply and wastewater treatment facilities and as proposed and conditioned, blends with the surrounding environment and would not significantly impact views from Cabrillo Highway.

Regarding the Use Permit, Find:

4. That the establishment, maintenance and/or conducting of the use will not, under the circumstances of the particular case, result in a significant adverse impact to coastal resources, or be detrimental to the public welfare or injurious to property or improvements in said neighborhood. The project would reduce the total number of classrooms and reduce on-site parking in a manner consistent with the County Parking Regulations; only downward-directed, path lighting is proposed at this time; and the scale of proposed one-story buildings would be compatible with existing buildings on the campus and in the surrounding neighborhood.

Regarding the Resource Management Permit, Find:

5. That the proposed project, as described in the application and accompanying materials, complies with all applicable criteria for issuance of a Resource Management Permit contained in Chapter 36A.2 of the San Mateo County Zoning Regulations, including:

    a. All development shall be sited and designed to minimize the impacts of noise, light, glare and odors on adjacent properties and the community-at-large. (Section 6912.2.e): The proposal includes downward-directed pathway lighting. Parking lot lighting will be evaluated in a separate CDP application in the future. The proposed generator will comply with San Mateo County Noise Ordinance standards.

    b. Exterior lighting shall be minimized, and earth-tone colors of lights used (e.g., yellow, brown toned lights, rather than blue toned fluorescents). (Section 6912.2.h): Condition 16.e requires use of yellow- or brown-toned lights, rather than blue toned fluorescents.

    c. Projects shall utilize methods to maintain surface water runoff at or near existing levels (Section 6912.4.e): The project has been reviewed by the County Building Inspection Section and Caltrans. The proposed drainage systems have been found to comply with this standard and have been preliminarily approved by the Building Inspection Section and Caltrans.

    d. Cultural Resources Criteria (Section 6912.5): Applicable criteria pertaining to potential discovery of an archeological site have been added as Condition 17.

Regarding the Grading Permit, Find:

6. That the granting of the permit will not have a significant adverse effect on the environment. As stated in the School District's Notice of Exemption from CEQA, the project is categorically exempt from environmental review. This means that the project is the type of project that typically does not have significant environmental impacts, and there are no unusual circumstances present that would provide a basis to conclude that a significant environmental impact would result from the proposed project.

7. That this project, as conditioned, conforms to the criteria of the San Mateo County Grading Ordinance and is consistent with the General Plan. County Drainage and Geotechnical staff have reviewed and preliminarily approved the project. As outlined in the staff report, the project complies with applicable policies of the San Mateo County General Plan.

Regarding the Design Review Permit, Find:

8. The project, as proposed and conditioned, has been reviewed under and found to be in compliance with Section 6565.17 of the Zoning Regulations and the Community Design Manual, specifically elaborated as follows:

   a. Public views to and along the shoreline from public roads and other public lands are protected. Section 6565.17(J) and Page 12 of Community Design Manual: New buildings and structures are clustered with existing buildings and are not located in the ocean view corridor.

   b. The design of the structure is appropriate to the use of the property and is in harmony with the shape, size and scale of adjacent building in the community. Section 6565.17(L): The proposed one-story buildings blend with the existing structures on the property, while giving the campus a focal point.

   c. Paved areas are integrated into the site, relate to their structure, and are landscaped to reduce visual impact from residential areas and from roadways. Section 6565.17(O) and Pages 10 and 18 of Community Design Manual: While the proposed landscape plan incorporates new landscaping around the new large classroom building and at the back of the parking lot, no landscaping is proposed along the front of the parking lot along Santiago Avenue. Condition 8 requires the applicant to maintain the existing landscaping (non-irrigated ice plants) along Santiago Avenue and to restrict the height of any new landscaping in this area to 3 inches in maximum height.

RECOMMENDED CONDITIONS OF APPROVAL

Current Planning Section

1. This approval applies only to the proposal, documents, and plans as described in this report and approved by the Planning Commission on April 24, 2024. Minor modifications to the project may be approved by the Director of Planning and Building if they are consistent with the intent of, and in substantial conformance with, this approval.

2. The Coastal Development Permit, Use Permit Amendment, Resource Management Permit, Design Review, and Grading Permit shall be valid for one (1) year from the date of final approval, in which time a valid building permit shall be issued and a completed inspection (to the satisfaction of the Building Inspector) shall have occurred within 180 days of issuance of such building permit. Any extension of these permits shall require submittal of an application for permit extension and payment of applicable extension fees sixty (60) days prior to the expiration date.

3. Noise sources associated with demolition, construction, repair, remodeling, or grading of any real property shall be limited to the hours from 7:00 a.m. to 6:00 p.m. weekdays and 9:00 a.m. to 5:00 p.m. Saturdays. Said activities are prohibited on Sundays, Thanksgiving and Christmas (San Mateo County Ordinance Code Section 4.88.360).

4. The site is considered a Construction Stormwater Regulated Site. Any grading and/or ground disturbance activities conducted during the wet weather season (October 1 to April 30) will require monthly erosion and sediment control inspections by the Building Inspection Section.

5. Overhead utility lines shall be placed underground to reduce the visual impact in open and scenic areas. (Section 6565.17.M of the Zoning Regulations)

6. The applicant shall provide "finished floor elevation verification" to certify that the structure is actually constructed at the height shown on the approved plans. The applicant shall have a licensed land surveyor or engineer establish a baseline elevation datum point in the vicinity of the construction site.

    a. The applicant shall maintain the datum point so that it will not be disturbed by the proposed construction activities until final approval of the building permit.

    b. This datum point and its elevation shall be shown on the submitted site plan. This datum point shall be used during construction to verify the elevation of the finished floors relative to the existing natural or to the grade of the site (finished grade).

    c. Prior to Planning approval of the building permit application, the applicant shall also have the licensed land surveyor or engineer indicate on the construction plans: (1) the natural grade elevations at the significant corners (at least four) of the footprint of the proposed structure on the submitted site plan, and (2) the elevations of proposed finished grades.

    d. In addition, (1) the natural grade elevations at the significant corners of the proposed structure, (2) the finished floor elevations, (3) the topmost elevation of the roof, and (4) the garage slab elevation must be shown on the plan, elevations, and cross-section (if one is provided).

    e. Once the building is under construction, prior to the below floor framing inspection or the pouring of the concrete slab (as the case may be) for the lowest floor(s), the applicant shall provide to the Building Inspection Section a letter from the licensed land surveyor or engineer certifying that the lowest floor height, as constructed, is equal to the elevation specified for that floor in the approved plans. Similarly, certifications on the garage slab and the topmost elevation of the roof are required.

f. If the actual floor height, garage slab, or roof height, as constructed, is different than the elevation specified in the plans, then the applicant shall cease all construction and no additional inspections shall be approved until a revised set of plans is submitted to and subsequently approved by both the Building Official and the Director of Planning and Building.

7. All new buildings, including portable classrooms buildings, the restroom building, and the modular classroom building, shall comply with a minimum 50 feet setback and all other required setbacks.

8. Existing landscaping (non-irrigated ice plants) shall be maintained in planters along Santiago Avenue. Any new landscaping in this area shall not exceed a total of 3 feet in maximum height and shall be drought-tolerant, native, and non-invasive.

Grading Permit

9. No grading shall be allowed during the winter season (October 1 to April 30) to avoid potential soil erosion, unless the applicant applies for an Exception to the Winter Grading Moratorium and the Director of Planning and Building grants the exception. Exceptions will only be granted if dry weather is forecasted during scheduled grading operations, and the erosion control plan includes adequate winterization measures (amongst other determining factors).

10. The applicant shall include an erosion and sediment control plan to comply with the County's Erosion Control Guidelines on the plans submitted for the building permit. This plan shall identify the type and location of erosion control measures to be installed upon the commencement of construction in order to maintain the stability of the site and prevent erosion and sedimentation off-site.

11. An Erosion Control and/or Tree Protection Inspection is required prior to the issuance of a building permit for construction and demolition purposes, as the project requires tree protection of significant trees. Once all review agencies have approved the building permit, the Project Planner will send an approved job copy of the Erosion Control and/or Tree Protection Plan. Once the Erosion Control and/or Tree Protection measures have been installed per the approved plans, the applicant is required to contact the Project Planner to schedule an inspection. A $144 inspection fee will be assessed to the building permit for the inspection. If the initial pre-site inspection is not approved, an additional inspection fee will be assessed for each required re-inspection until the job site passes the Pre-Site Inspection.

12. No site disturbance shall occur, including any vegetation removal, grading, or landscaping, until a building permit has been issued, and then only disturbance associated with issued permit.

13. No grading activities shall commence until the property owner has been issued a grading permit (issued as the "hard card" with all necessary information filled out and signatures obtained) by the Current Planning Section.

14. Prior to issuance of the grading permit "hard card," the property owner shall submit a schedule of all grading operations to the Current Planning Section, subject to review and approval by the Current Planning Section. The submitted schedule shall include a schedule for winterizing the site. If the schedule of grading operations calls for the grading to be completed in one grading season, then the winterizing plan shall be considered a contingent plan to be implemented if work falls behind schedule. All submitted schedules shall represent the work in detail and shall project the grading operations through to completion.

15. For the final approval of the grading permit, the property owner shall ensure the performance of the following activities within thirty (30) days of the completion of grading at the project site: (a) the engineer shall submit written certification, that all grading has been completed in conformance with the approved plans, conditions of approval/mitigation measures, and the Grading Regulations, to the Department of Public Works and the Planning and Building Department's Geotechnical Engineer, and (b) the geotechnical consultant shall observe and approve all applicable work during construction and sign Section II of the Geotechnical Consultant Approval form, for submittal to the Planning and Building Department's Geotechnical Engineer and the Current Planning Section.

16. The applicant shall submit a lighting plan along with the building permit application which demonstrates compliance with the following requirements:

    a. No new light posts will be allowed. Path lighting on bollards of up to 4 feet are allowed along driveways and pathways.

    b. Exterior lighting shall be minimized, and earth-tone colors of lights used (e.g., yellow, brown toned lights, rather than blue toned fluorescents). In grassland, or grassland/forest areas, all exterior materials shall be of the same earth and vegetative tones as the predominant colors of the site (as determined by on-site inspections). Highly reflective surfaces and colors are discouraged.

    c. All exterior, landscape and site lighting shall be designed and located so that light and glare are directed away from neighbors and confined to the site. Low-level lighting shall be directed toward the ground. Maximum light frequency shall be 2200K.

    d. Exterior lighting should be minimized and designed with a specific activity in mind so that outdoor areas will be illuminated no more than is necessary to support the activity designated for that area.

    e. The project shall use of yellow- or brown-toned lights, rather than blue toned fluorescents.

    f. No parking lot lighting is permitted under this Coastal Development Permit.

17. Protection of Cultural Resources:

    a. In the event that cultural, paleontological, or archeological resources are encountered during site grading or other site work, such work shall immediately be halted in the area of discovery and the project sponsor shall immediately notify the Director of Planning and Building of the discovery. The applicant shall be required to retain the services of a qualified archeologist for the purpose of recording, protecting, or curating the discovery as appropriate. The cost of the qualified archeologist and any recording, protecting, or curating shall be borne solely by the project sponsor. The archeologist shall be required to submit to the Director for review and approval a report of the findings and methods of curation or protection of the resources. No further grading or site work within the area of discovery shall be allowed until the preceding has occurred. Disposition of Native American remains shall comply with CEQA Guidelines Section 15064.5(e).

    b. The applicants and contractors must be prepared to carry out the requirements of California State law with regard to the discovery of human remains, whether historic or prehistoric, during grading and construction. In the event that any human remains are encountered during site disturbance, all ground-disturbing work shall cease immediately, and the County coroner shall be notified immediately. If the coroner determines the remains to be Native American, the Native American Heritage Commission shall be contacted within 24 hours. A qualified archaeologist, in consultation with the Native American Heritage Commission, shall recommend subsequent measures for disposition of the remains.

Building Inspection Section

18. County building permits are required for the site work, driveway, parking, landscape, and associated utility improvements. The building permits shall be obtained prior to start of work requiring a building permit. Pursuant to Education Code Section 17280 *et seq.*, the State Department of General Services is responsible for design and construction oversight for school buildings, and, as such, no County building permit is required for the school structures.

Drainage Section

19. The project involves over 1 acre of land disturbance. Notice of Intent under State General Construction Permit is required and shall be submitted prior to issuance of Grading Permit Hard Card.

20. The project shall comply with the San Mateo County Drainage Policy and the San Mateo Countywide National Pollution Discharge Elimination System (NPDES) permit. The project requires Stormwater Treatment per Provision C.3 of the Municipal Regional Permit (Institutional Use; proposed Impervious Surface: 49,872 square feet).

Prior to the issuance of the building permit, the applicant shall submit a plan with construction details conforming with County standards, and a drainage analysis including narrative and calculations showing pre-development and post-development runoff onto and off of the parcel(s) demonstrating compliance with the Policy for review and approval by the Drainage Section.

The project includes the use of an infiltration trench and flow-through planters:

a. Infiltration Trench:

(1) In-situ infiltration rate shall be determined or confirmed by means of percolation testing for all infiltration treatment measures and devices.

(2) Infiltration devices shall not be used where confirmed seasonal high groundwater is less than 10 feet from the bottom of infiltration measure or device.

(3) Infiltration treatment measures or devices shall be designed in accordance with the infiltration guidance in Appendix E of the C.3 Technical Guidance.

(4) All infiltration devices shall be located and designed to ensure no damage will occur to surrounding improvements from underground water.

(5) Soil media within the bio-infiltration measure shall consist of 18 inches of biotreatment soil consistent with Attachment L of the MRP. vi. Other parameters of final design shall be consistent with the design guidelines presented in the latest version of the C.3 Regulated Projects Guide: https://www.smcgov.org/media/146080/download?attachment

21. As project impervious surface exceeds 1 acre, the project is subject to the following hydromodification requirements:

a. Post-construction stormwater discharge rates and durations shall not exceed pre-project rates and durations from 10% of the pre-project 2-year peak flow up to the pre-project 10-year peak flow.

b. The post-project flow duration curve shall not deviate above the pre-project flow duration curve by more than 10% over more than 10% of the length of the curve corresponding to the range of flows to control.

c. Flow control structures may be designed to continuously discharge stormwater at the very low flow rate Q_{cp}, where $Q_{cp} \leq$ 10% of the pre-project 2-year flow.

d. Hydromodification (HM) controls shall be designed using the Bay Area Hydrology Model (BAHM), unless the applicant uses an alternative continuous simulation hydrologic computer model as described in Attachment E of the MRP. Site-specific data shall be used with BAHM (www.Bayareahydrologymodel.org) or alternate continuous simulation hydrologic computer model.

22. Operation and Maintenance requirements for Stormwater Treatment Facilities:

a. Prior to the final of the building permit for the project, the property owner shall coordinate with the Project Planner to enter into an Operation and Maintenance Agreement (O&M Agreement) with the County (executed by the Director of Planning and Building) to ensure long-term maintenance and servicing by the property owner of stormwater site design and treatment control and HM measures according the approved Maintenance Plan(s), for the life of the project. The O&M Agreement shall provide County access to the property for inspection. The Maintenance Agreement(s) shall be recorded for the property and/or made part of the CC&Rs.

b. Property owner shall be responsible for conducting all servicing and maintenance as described and required by the treatment measure(s) and HM measure Maintenance Plan(s). Maintenance of all site design and treatment control and HM measures shall be the owner's responsibility.

c. The property owner is responsible for submitting an Annual Report accompanied by a review fee to the County by December 31 of each year, as required by the O&M Agreement. The property owner is also responsible for the payment of an inspection fee for County inspections of the stormwater facility, conducted as required by the NPDES Municipal Regional Permit.

d. Approved Maintenance Plan(s) shall be kept on-site and made readily available to maintenance crews. Maintenance Plan(s) shall be strictly adhered to.

e. Site access shall be granted to representatives of the County, the San Mateo County Mosquito and Vector Control District, and the Water Board, at any time, for the sole purpose of performing operation and maintenance inspections of the installed stormwater treatment systems and HM controls.

f. Property owner shall be required to pay for all County inspections of installed stormwater treatment systems as required by the Regional Water Quality Control Board or the County.

23. The applicant shall submit an updated C3C6 Form, drainage plan and narrative at the time of Building Permit application.

Department of Public Works

24. No proposed construction work within the County right-of-way shall begin until County requirements for the issuance of an encroachment permit, including review of the plans, have been met and an encroachment permit issued. Applicant shall contact a Department of Public Works Inspector 48 hours prior to commencing work in the right-of-way.

25. Prior to the issuance of the building permit, the applicant shall submit a driveway "Plan and Profile," to the Department of Public Works, showing the driveway access to the parcel (garage slab) complying with County Standards for driveway slopes (not to exceed 20 %) and to County Standards for driveways (at the property line) being the same elevation as the center of the access roadway. When appropriate, as determined by the Department of Public Works, this plan and profile shall be prepared from elevations and alignment shown on the roadway improvement plans. The driveway plan shall also include and show specific provisions and details for both the existing and the proposed drainage patterns and drainage facilities.

26. Prior to the issuance of the building permit, the applicant will be required to provide payment of "roadway mitigation fees" based on the square footage (assessable space) of the proposed building per Ordinance No. 3277.

Coastside County Water District (CCWD)

27. The existing domestic water service (2 inches) will be dedicated to supply indoor domestic water use.

28. Prior to installation of irrigation for new landscaping, a new dedicated irrigation service (2 inches) is required to be installed to serve all irrigation on the property.

29. Approved backflow protection is required on all domestic, irrigation, and fire services.

30. The existing fire service shall remain to provide fire protection.

Caltrans

31. Prior to construction of drainage facilities, the applicant shall demonstrate compliance with the following comments and associated plan mark-ups dated 3/8/24:

    a. Hydrology: Please provide additional information addressing the following:

        (1) Provide existing condition plan that clearly shows existing grading/contours and all existing drainage facility and connections.

        (2) Provide watershed maps for existing and proposed condition.
        (3) The proposed drainage design changes the points of discharge. It

appears that the existing ditches on the hillslope would receive more flow as a result. Provide design and calculations to show that the proposed discharges will not adversely impact the integrity of the existing ditches on the slope.

(4) Drainage report Comments: Part III Project Drainage Calculation, since it proposed two discharge points to the existing swale along Highway 1. Please also provide pre- and post-development project peak flow calculation for two separate areas (1-Parking Lot and 2- Building C) instead of one tributary area.

b. Water Quality:

(1) Please demonstrate that the outlet velocity from Pipe No. 4 and once it leaves the rock slope protection (RSP), it will not erode the existing dirt ditch.

(2) The developer shall provide an assessment of the impacts of draining the proposed project to Highway 1 (be it erosion of down slope between the school and the highway or flooding of the roadway). If the assessment finds that the impact will compromise the slope or the function of the highway, the developer shall present a mitigation plan.

c. Construction-Related Impacts:

(1) Potential impacts to the State Right-of-Way (ROW) from project-related temporary access points should be analyzed. Mitigation for significant impacts due to construction and noise should be identified. Project work that requires movement of oversized or excessive load vehicles on State roadways requires a transportation permit that is issued by Caltrans. To apply, please visit Caltrans Transportation Permits (https://dot.ca.gov/programs/traffic-operations/transportation-permits).

(2) Prior to construction, coordination may be required with Caltrans to develop a Transportation Management Plan (TMP) to reduce construction traffic impacts to the STN.

d. Equitable Access: If any Caltrans facilities are impacted by the project, those facilities must meet ADA Standards after project completion. As well, the project must maintain bicycle and pedestrian access during construction. These access considerations support Caltrans' equity mission to provide a safe, sustainable, and equitable transportation network for all users.

e. Encroachment Permit: Please be advised that any permanent work or temporary traffic control that encroaches onto Caltrans' ROW requires a Caltrans-issued encroachment permit. As part of the encroachment permit submittal process, you may be asked by the Office of Encroachment Permits to submit a completed encroachment permit application package, digital set of

plans clearly delineating Caltrans' ROW, digital copy of signed, dated and stamped (include stamp expiration date) traffic control plans, this comment letter, your response to the comment letter, and where applicable, the following items: new or amended Maintenance Agreement (MA), approved Design Standard Decision Document (DSDD), approved encroachment exception request, and/or airspace lease agreement.

The checklist TR-0416 (https://dot.ca.gov/programs/traffic-operations/ep/applications) is used to determine the appropriate Caltrans review process for encroachment projects. The Office of Encroachment Permit requires 100% complete design plans and supporting documents to review and circulate the permit application package. To obtain more information and download the permit application, please visit Caltrans Encroachment Permits (https://dot.ca.gov/programs/traffic-operations/ep). Your application package may be emailed to D4Permits@dot.ca.gov.

EXHIBIT E

MEMORANDUM OF COMMENCEMENT DATE

This MEMORANDUM OF COMMENCEMENT DATE for Lease Payments is dated _____, 20__, and is made by and between Rodan Builders, Inc. ("Developer"), as Lessor, and the Cabrillo Unified School District ("District"), as Lessee.

1. Developer and District have previously entered into a Facilities Lease dated as of June 13, 2024, (the "Lease") for the leasing by Developer to District of the completed Project in Half Moon Bay, California, referenced in the Lease.

2. District hereby confirms the following:

A. That all construction of the Project required to be performed pursuant to the Facilities Lease has been completed by Developer in all respects;

B. That District has accepted and entered into possession of the Project and now occupies same; and

C. That the term for the Lease Payments under the Facilities Lease commenced on _____, 20__ and will expire at 11:59 P.M. on _____, 20__.

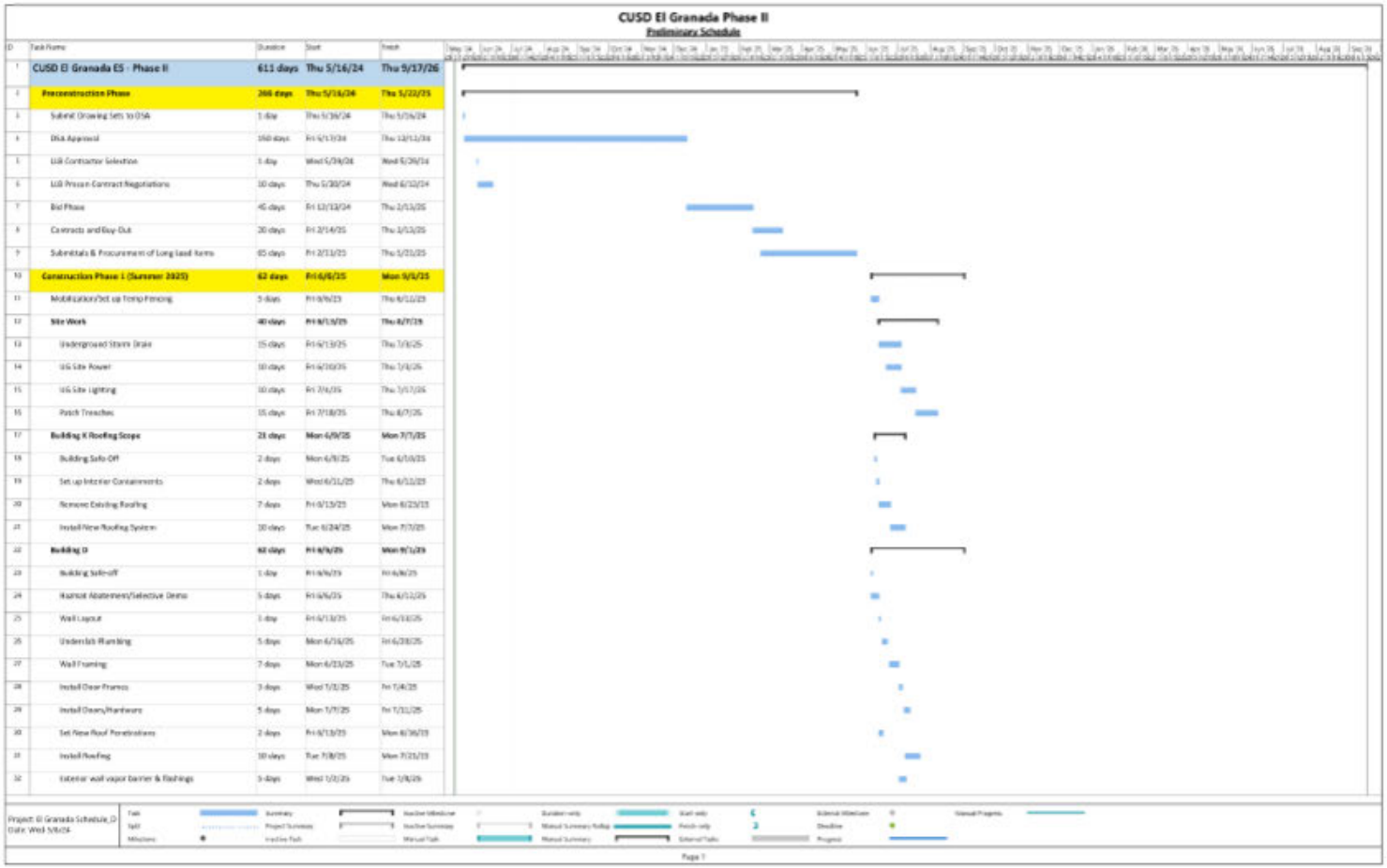
THIS MEMORANDUM OF COMMENCEMENT DATE IS ACCEPTED AND AGREED on the date indicated below:

Dated: _____ __ , 20__	Dated: _____ __ , 20__
Cabrillo Unified School District	Rodan Builders, Inc.
By: _____	By: _____
Name: _____	Name: _____
Title: _____	Title: _____

EXHIBIT F

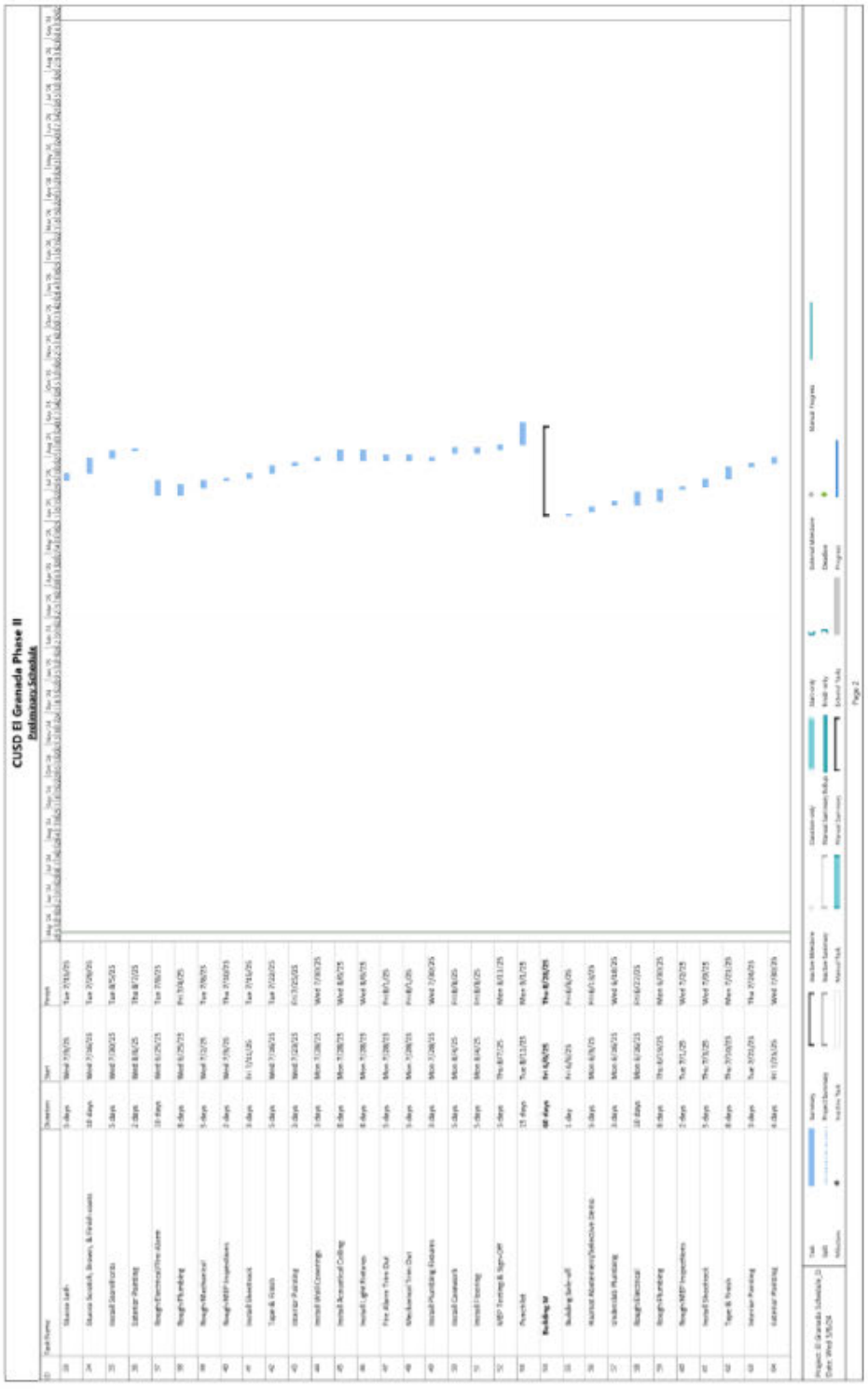
CONSTRUCTION SCHEDULE

Attached is a detailed Project Construction Schedule with a duration no longer than the Contract Time, and with specific milestones that Developer shall meet.

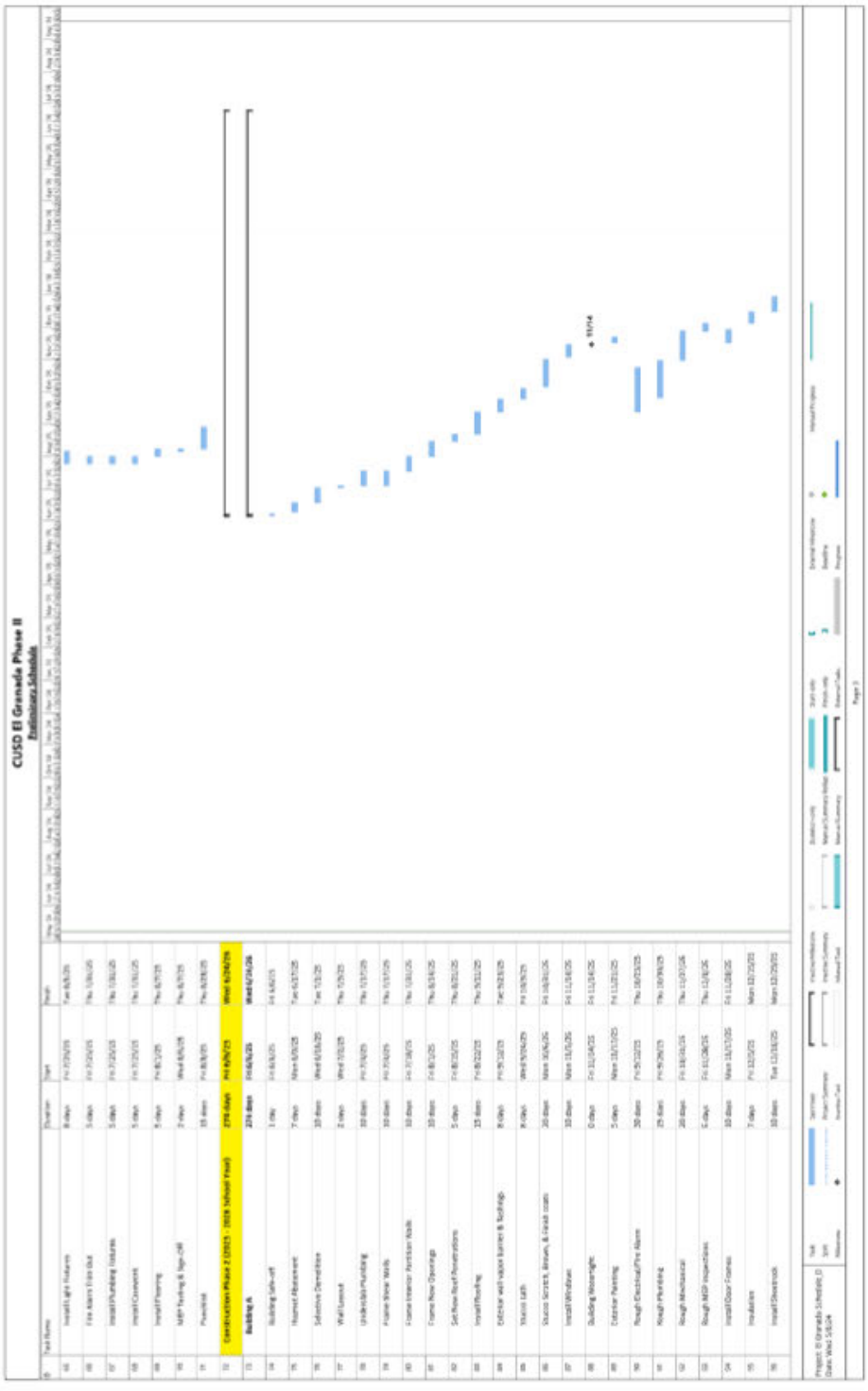


APPENDIX | PRELIMINARY SCHEDULE

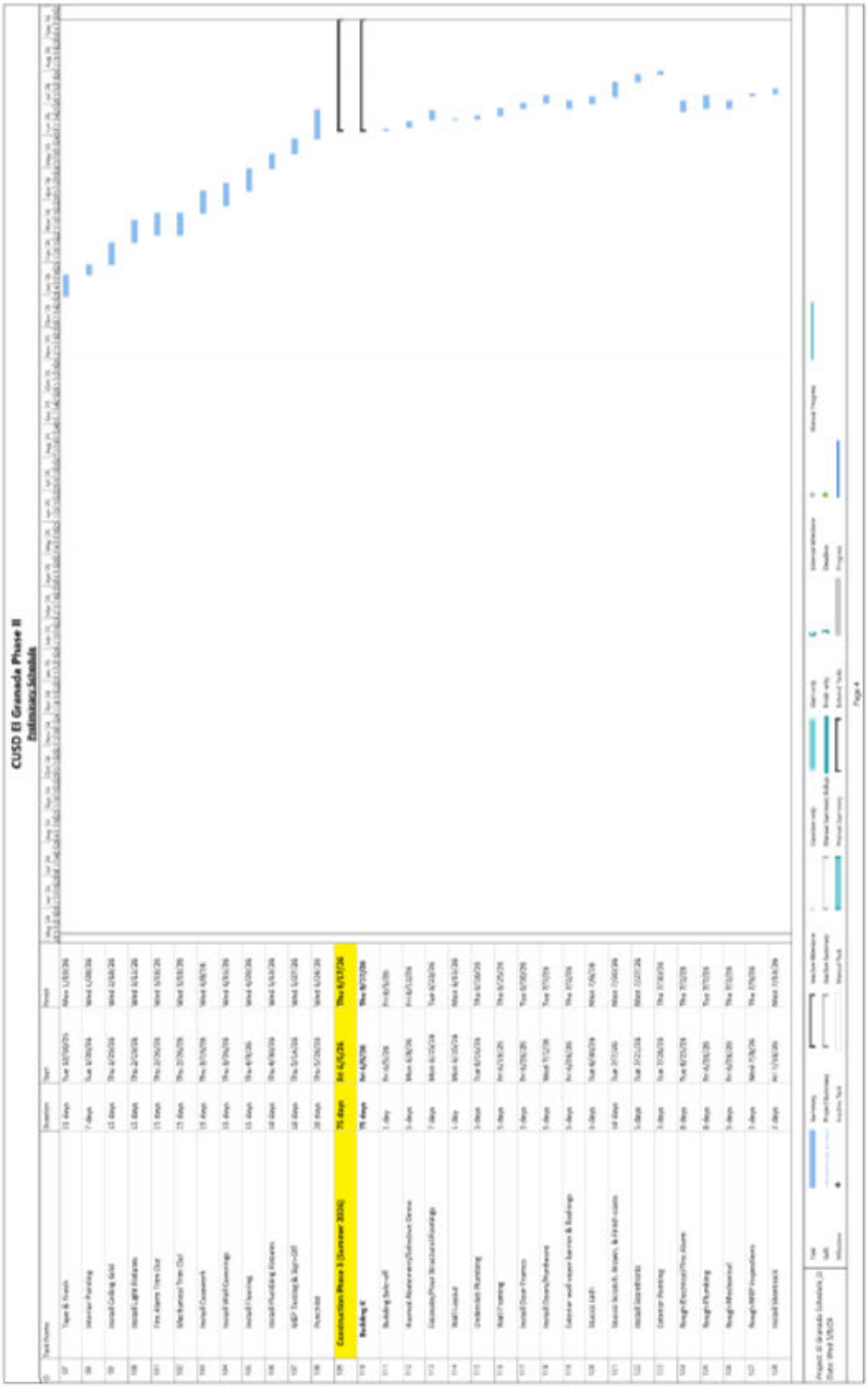
APPENDIX | PRELIMINARY SCHEDULE



APPENDIX | PRELIMINARY SCHEDULE



APPENDIX | PRELIMINARY SCHEDULE



APPENDIX | PRELIMINARY SCHEDULE

EXHIBIT G

SCHEDULE OF VALUES

Attached is a detailed Schedule of Values that complies with the requirements of the Construction Provisions (Exhibit "D") and that has been approved by the District.

[To Be Attached.]

SITE LEASE

For all or a portion of the following Site:

El Granada Elementary School Modernization Phase 2 Project
400 Santiago Avenue
Half Moon Bay, CA 94019
APN: 047-330-020

By and between

Cabrillo Unified School District
498 Kelly Avenue
Half Moon Bay, CA 94019

And

Rodan Builders, Inc.
3486 Investment Boulevard, Suite B
Hayward, CA 94545

Dated as of June 13, 2024

SITE LEASE

This site lease ("Site Lease") dated as of June 13, 2024 ("Effective Date"), is made and entered into by and between the Cabrillo Unified School District, a school district duly organized and validly existing under the laws of the State of California, as lessor ("District"), and Rodan Builders, Inc. ("Developer"), a California corporation duly organized and existing under the laws of the State of California, as lessee (together, the "Parties").

RECITALS

WHEREAS, the District currently owns a parcel of land located at 400 Santiago Ave., Half Moon Bay, CA 94019, known as El Granada Elementary School, as more particularly described in **Exhibit A** and shown on **Exhibit B** attached hereto and incorporated herein by this reference ("Site"); and

WHEREAS, the District desires to provide for the development and construction of certain work to be performed on portions of the Site, including construction of improvements to be known as the El Granada Elementary School Modernization Phase 2 Project ("Project"); and

WHEREAS, as more particularly described in the Facilities Lease between the Parties dated as of the Effective Date, the Developer agrees to perform the work of the Project and lease the completed Project and Site back to the District ("Facilities Lease"), which Facilities Lease is incorporated herein by this reference; and

WHEREAS, the Governing Board of the District ("Board") has determined that it is in the best interests of the District and for the common benefit of the citizens residing in the District to construct the Project by leasing the Site to Developer and by immediately entering into the Facilities Lease under which Developer will construct the Project and lease back the completed Project and Site from Developer; and

WHEREAS, the District further determines that it has entered into this Site Lease and the Facilities Lease pursuant to Education Code section 17406 as the best available and most expeditious means for the District to satisfy its substantial need for the facilities to be provided by the Project and to accommodate and educate District students; and

WHEREAS, this Site Lease and Facilities Lease are awarded based on a competitive solicitation process pursuant to Education Code section 17406 and in compliance with the required procedures and guidelines for evaluating the qualifications of proposers adopted and published by the Board to the proposer providing the best value to the school district, taking into consideration the proposer's demonstrated competence and professional qualifications necessary for the satisfactory performance of the services required; and

WHEREAS, the selection of the Developer was conducted in a fair and impartial manner; and

WHEREAS, based on the above findings, the District is authorized under Education Code section 17406 to lease the Site to Developer and to have Developer develop and cause the construction of the Project thereon and lease the completed Project and Site back to the District by means of the Facilities Lease, and the Board has duly authorized the execution and delivery of this Site Lease in order to effectuate the foregoing; and

WHEREAS, the District has obtained approval of Coastal Development Permit PLN2023-00223; and

WHEREAS, the Parties have performed all acts, conditions and things required by law to exist, to have happened, and to have been performed prior to and in connection with the execution and entering into this Site Lease, and those conditions precedent do exist, have happened, and have been performed in regular and due time, form, and manner as required by law, and the Parties hereto are now duly authorized to execute and enter into this Site Lease; and

WHEREAS, Developer as lessee is authorized and competent to lease the Site from District and to develop and cause the construction of the Project on the Site, and has duly authorized the execution and delivery of this Site Lease.

NOW, THEREFORE, in consideration of the promises and of the mutual covenants contained herein, and other valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties hereto do hereby agree as follows:

TERMS

1. Definitions

Unless the context clearly otherwise requires, all words and phrases defined in the Facilities Lease shall have the same meaning in this Site Lease.

2. Exhibits

The following Exhibits are attached to and by reference incorporated and made a part of this Site Lease.

2.1. Exhibit A - Legal Description of the Site: The legal description of the real property constituting the Site.

2.2. Exhibit B - Description of the Project: The map or diagram depiction of the Project on the Site.

3. Lease of the Site

The District hereby leases to the Developer, and the Developer hereby leases from the District the Site, subject only to Permitted Encumbrances, in accordance with the provisions of this Site Lease, to have and to hold for the term of this Site Lease. This Site Lease shall only take effect if the Facilities Lease is executed by the District and Developer within three (3) days of execution of this Site Lease.

4. Leaseback of the Project and Site

The Parties agree that the completed Project and Site will be leased back to the District pursuant to the Facilities Lease for the term thereof.

5. Term

The term of this Site Lease shall commence as of the Effective Date and shall terminate on the last day of the Term of the Facilities Lease, provided the District has paid to the Developer,

or its assignee, all payments which may be due under the Facilities Lease, and provided this Site Lease has not been terminated pursuant to the termination provisions of the Facilities Lease.

6. Payment

In consideration for the lease of the Site by the District to the Developer and for other good and valuable consideration, the Developer shall pay One Dollar ($1.00) to the District upon execution of this Site Lease.

7. Termination

7.1. Termination Upon Purchase of Project

If the District exercises its option to purchase the Project pursuant to the Facilities Lease, then this Site Lease shall terminate concurrently with the District's buy out and termination of the Facilities Lease.

7.2. Termination Due to Default by Developer

If Developer defaults pursuant to the provision(s) of the Facilities Lease and the District terminates the Facilities Lease pursuant to the Facilities Lease provision(s) allowing termination, then the Developer shall be deemed to be in default of this Site Lease and this Site Lease shall also terminate at the same time as the Facilities Lease.

7.3. Termination Due to Default by District

If District defaults pursuant to the provision(s) of the Facilities Lease, the Developer, or its assignee, will have the right, for the then remaining term of this Site Lease, to:

7.3.1. Take possession of the Site.

7.3.2. If it deems it appropriate, cause appraisal of the Site and a study of the then reasonable uses thereof.

7.3.3. Re-let the Site; and

7.3.4. Stop all Work associated with the Site Lease.

8. Title to Site

During the term of this Site Lease, the District shall hold fee title to the Site, including the Site, and nothing in this Site Lease or the Facilities Lease shall change, in any way, the District's ownership interest in the Site.

9. Improvements

Title to all improvements made on the Site during the term hereof shall be held, vest and transfer pursuant to the terms of the Facilities Lease.

10. No Merger

The leaseback of the completed Project and Site by the Developer to the District pursuant to the Facilities Lease shall not affect or result in a merger of the estates of the District in the Site, and the Developer shall continue to have a leasehold estate in the Site pursuant to this Site Lease throughout the term hereof.

11. Right of Entry

The District reserves the right for any of its duly authorized representatives to enter upon the Site at any reasonable time to inspect the same, provided the District follows all safety precautions required by the Developer.

12. Quiet Enjoyment

Subject to any rights the District may have under the Facilities Lease (in the absence of an Event of Default) to possession and enjoyment of the Site, the District hereby covenants and agrees that it will not take any action to prevent the Developer from having quiet and peaceable possession and enjoyment of the Site during the term hereof and will, at the request of the Developer, to the extent that it may lawfully do so, join in any legal action in which the Developer asserts its right to such possession and enjoyment.

13. Waste

The Developer agrees that at all times that it is in possession of the Site, it will not commit, suffer or permit any waste on the Site, and that it will not willfully or knowingly use or permit the use of the Site for any illegal purpose or act.

14. Further Assurances and Corrective Instruments

The Parties shall, from time to time, execute, acknowledge and deliver, or cause to be executed, acknowledged and delivered, such supplements hereto and such further instruments as may reasonably be required for correcting any inadequate or incorrect description of the Site hereby leased or intended so to be or for carrying out the expressed intention of this Site Lease and the Facilities Lease.

15. Representations of the District

The District represents, covenants and warrants to the Developer as follows:

15.1. Due Organization and Existence

The District is a school district, duly organized and existing under the Constitution and laws of the State of California.

15.2. Authorization

The District has the full power and authority to enter into, to execute and to deliver this Site Lease, and to perform all of its duties and obligations hereunder and has duly authorized the execution of this Site Lease.

15.3. No Violations

To the best of the District's actual knowledge, neither the execution and delivery of this Site Lease nor the Facilities Lease, nor the fulfillment of or compliance with the terms and conditions hereof or thereof, nor the consummation of the transactions contemplated hereby or thereby, conflicts with or results in a breach of the terms, conditions or provisions of any restriction or any agreement or instrument to which the District is now a party or by which the District is bound, or constitutes a default under any of the foregoing, or results in the creation or imposition of any lien, charge or encumbrance whatsoever upon any of the property or assets of the District, or upon the Site, except Permitted Encumbrances.

15.4. CEQA Compliance

The District has complied with all assessment requirements imposed upon it by the California Environmental Quality Act (Public Resource Code Section 21000 *et seq.* ("CEQA") in connection with the Project, and no further environmental review of the Project is necessary pursuant to CEQA before the construction of the Project may commence.

15.5. Condemnation Proceedings

15.5.1. District covenants and agrees, but only to the extent that it may lawfully do so, that so long as this Site Lease remains in effect, the District will not seek to exercise the power of eminent domain with respect to the Project so as to cause a full or partial termination of this Site Lease and the Facilities Lease.

15.5.2. If for any reason the foregoing covenant is determined to be unenforceable or in some way invalid, or if District should fail or refuse to abide by such covenant, then, to the extent they may lawfully do so, the Parties agree that the financial interest of Developer shall be as indicated in the Facilities Lease.

15.6. Use and Zoning

To the best of the District's actual knowledge, the Site is properly zoned for its intended purpose and the use or activities contemplated by this Site Lease will not conflict with local, state or federal law.

15.7. Taxes

To the best of the District's actual knowledge, all taxes and assessments are paid current and such taxes and assessments will continue to be paid to the extent that the District is not exempt.

16. Representations of the Developer

The Developer represents, covenants and warrants to the District as follows:

16.1. Due Organization and Existence

The Developer is a California company duly organized and existing under the laws of the State of California, has power to enter into this Site Lease and the Facilities Lease;

is possessed of full power to lease, leaseback, and hold real and personal property and has duly authorized the execution and delivery of all of the aforesaid agreements.

16.2. Authorization

The Developer has the full power and authority to enter into, to execute and to deliver this Site Lease, and to perform all of its duties and obligations hereunder and has duly authorized the execution of this Site Lease.

16.3. No Violations

Neither the execution and delivery of this Site Lease or the Facilities Lease, nor the fulfillment of or compliance with the terms and conditions hereof or thereof, nor the consummation of the transactions contemplated hereby or thereby, conflicts with or results in a breach of the terms, conditions or provisions of any restriction or any agreement or instrument to which the Developer is now a party or by which the Developer is bound, or constitutes a default under any of the foregoing, or results in the creation or imposition of any lien, charge or encumbrance whatsoever upon any of the property or assets of the Developer, or upon the Site, except for Permitted Encumbrances.

16.4. No Bankruptcy

Developer is not now, nor has it ever been, in bankruptcy or receivership.

16.5. No Litigation

There is no pending or, to the knowledge of Developer, threatened action or proceeding before any court or administrative agency which will materially adversely affect the ability of Developer to perform its obligations under this Site Lease or the Facilities Lease.

17. Insurance and Indemnity

The Developer and the District shall comply with the insurance requirements and the indemnity requirements as indicated in the Facilities Lease.

18. Assignment and Subleasing

This Site Lease may be assigned and/or the Site subleased, as a whole or in part, by the Developer only upon the prior written consent of the District to such assignment or sublease, which shall not be unreasonably withheld.

19. Restrictions on District

The District agrees that it will not mortgage, sell, encumber, assign, transfer or convey the Site or any portion thereof during the term of this Site Lease in any way that would interfere with or diminish Developer's interests indicated in this Site Lease.

20. Liens and Further Encumbrances

Developer agrees to keep the Site and every part thereof free and clear of any and all encumbrances and/or liens, including without limitation, pledges, charges, encumbrances, claims, mechanic liens and/or other liens for or arising out of or in connection with work or labor done, services performed, or materials or appliances used or furnished for or in connection with the Site or the Project. Pursuant to the Facilities Lease, Developer further agrees to pay promptly and fully and discharge any and all claims on which any encumbrance and/or lien may or could be based, and to save and hold District free and harmless from any and all such liens, mortgages, and claims of liens and suits or other proceedings pertaining thereto. This subsection does not apply to Permitted Encumbrances.

21. Notices

All notices, certificates or other communications hereunder shall be sufficiently given and shall be deemed to have been received five (5) days after deposit in the United States mail in registered or certified form with postage fully prepaid or one (1) business day after deposit with an overnight delivery service with proof of actual delivery:

If to District:

Cabrillo Unified School District
498 Kelly Avenue
Half Moon Bay, CA 94019
ATTN: Superintendent

With a copy to:

Dannis Woliver Kelley
200 California Street #400
San Francisco, CA 94111
ATTN: Deidree Sakai, Esq.

If to Developer:

Rodan Builders, Inc.
3486 Investment Blvd., Suite B
Hayward, CA 94545
Attn: Dan Oliver, CEO

With a copy to:

The Developer and the District, by notice given hereunder, may designate different addresses to which subsequent notices, certificates or other communications will be sent.

22. Binding Effect

This Site Lease shall inure to the benefit of and shall be binding upon the Developer and the District and their respective successors and assigns.

23. No Additional Waiver Implied by One Waiver

In the event any agreement contained in this Site Lease should be breached by either party and thereafter waived by the other party, such waiver shall be limited to the particular breach so waived and shall not be deemed to waive future compliance with any term hereof or any other breach hereunder.

24. Severability

In the event any provision of this Site Lease shall be held invalid or unenforceable by any court of competent jurisdiction, such holding shall not invalidate or render unenforceable any

other provision hereof, unless elimination of such invalid provision materially alters the rights and obligations embodied in this Site Lease or the Facilities Lease.

25. Amendments, Changes and Modifications

Except as to the termination rights of both Parties as indicated in the Facilities Lease, this Site Lease may not be amended, changed, modified, altered or terminated without the written agreement of both Parties hereto.

26. Obligations Absolute

The Developer agrees that the obligations of the Developer are absolute and unconditional and not subject to any charges or setoffs against the District whatsoever.

27. Execution in Counterparts

This Site Lease may be executed in several counterparts, each of which shall be an original and all of which shall constitute one and the same instrument.

28. Developer and District Representatives

Whenever under the provisions of this Site Lease approval by the Developer or the District is required, or the Developer or the District is required to take some action at the request of the other, such approval or such request shall be given for the Developer by the Developer Representative and for the District by the District Representative, and any party hereto shall be authorized to rely upon any such approval or request.

29. Applicable Law; Venue

This Site Lease shall be governed by and construed in accordance with the laws of the State of California, and venued in the County within which the Site is located.

30. Attorney's Fees

If either party brings an action or proceeding involving the Site or to enforce the terms of this Site Lease or to declare rights hereunder, each party shall bear the cost of its own attorneys' fees.

31. Captions

The captions or headings in this Site Lease are for convenience only and in no way define, limit or describe the scope or intent of any provisions or sections of this Site Lease.

32. Prior Agreements

This Site Lease and the corresponding Facilities Lease collectively contain all of the agreements of the Parties hereto with respect to any matter covered or mentioned in this Site Lease and no prior agreements or understanding pertaining to any such matter shall be effective for any purpose.

33. Further Assurances

Parties shall promptly execute and deliver all documents and instruments reasonably requested to give effect to the provisions of this Site Lease.

34. Recitals Incorporated

The Recitals set forth at the beginning of this Site Lease are hereby incorporated into its terms and provisions by this reference.

35. Time of the Essence

Time is of the essence with respect to each of the terms, covenants, and conditions of this Site Lease.

36. Interpretation

None of the Parties hereto, nor their respective counsel, shall be deemed the drafters of this Site Lease or the Facilities Lease for purposes of construing the provisions of each. The language in all parts of this Site Lease shall in all cases be construed according to its fair meaning, not strictly for or against any of the Parties hereto.

IN WITNESS WHEREOF, the Parties have caused this Site Lease to be executed by their respective officers who are duly authorized, as of the Effective Date.

ACCEPTED AND AGREED on the date indicated below:

Dated: _____, 2025	Dated: June 5, 2025
Cabrillo Unified School District	Rodan rs, Inc.
By: _____	By: [redacted]
Name: _____	Name: Gary Chen
Title: _____	Title: Secretary

EXHIBIT A

LEGAL DESCRIPTION OF SITE

Attached is the Legal Description for:

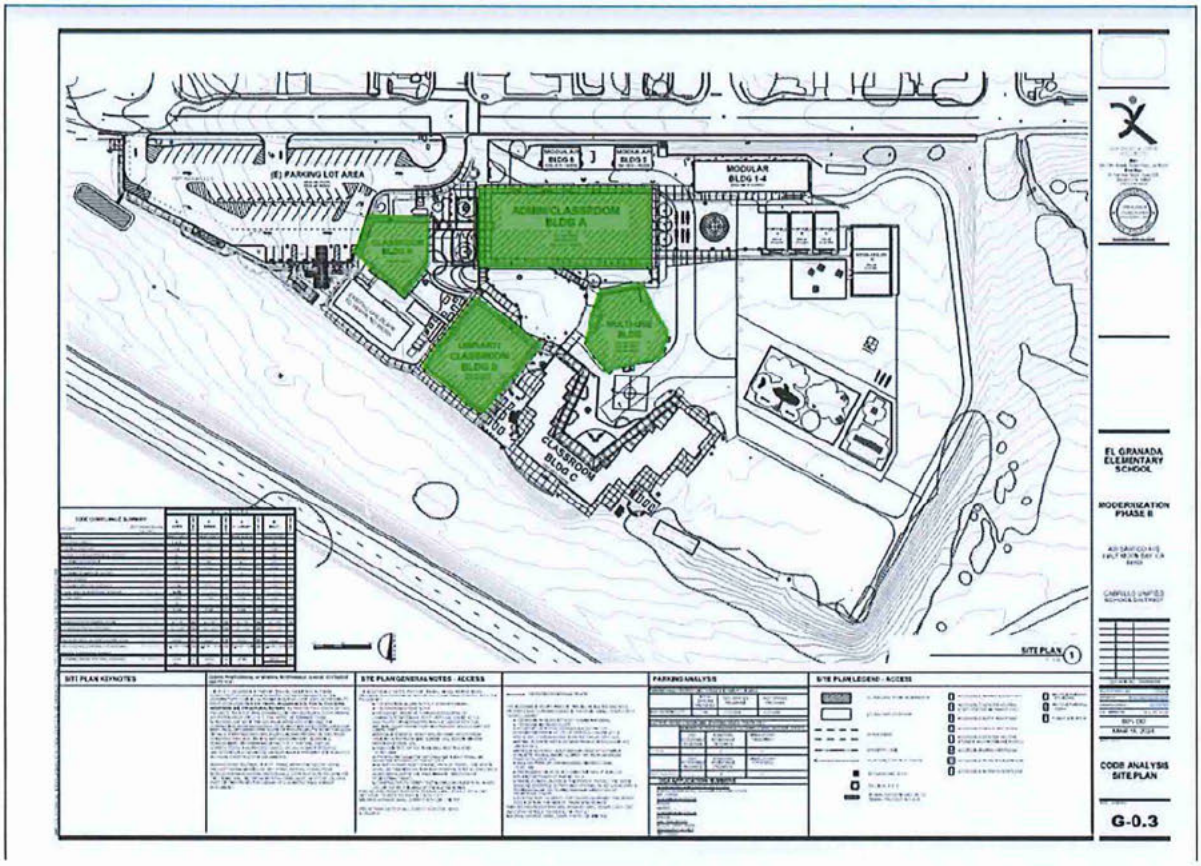
El Granada Elementary School Modernization Phase 2 Project
400 Santiago Avenue
Half Moon Bay, CA 94019
APN: 047-330-020

BEGINNING AT THE SOUTHERLY CORNER OF THE LANDS DESCRIBED IN SAID GRANT DEED, SAID POINT BEING ON THE NORTHERLY RIGHT OF WAY LINE OF CABRILLO HIGHWAY; THENCE ALONG SAID RIGHT OF WAY LINE, NORTH 62°52'24" WEST, 556.95 FEET TO THE TRUE POINT OF BEGINNING OF THIS DESCRIPTION; THENCE CONTINUING ALONG SAID RIGHT OF WAY LINE, NORTH 62°52'24" WEST, 39.01 FEET; THENCE LEAVING SAID RIGHT OF WAY LINE, NORTH 42°53'46" WEST, 133.23 FEET TO THE BEGINNING OF A TANGENT CURVE TO THE LEFT; THENCE ALONG SAID CURVE HAVING A RADIUS OF 99.00 FEET, THROUGH A CENTRAL ANGLE OF 39°41'04", FOR AN ARC LENGTH OF 68.57 FEET; THENCE NORTH 82°34'50" WEST, 135.45 FEET TO SAID NORTHERLY RIGHT OF WAY LINE; THENCE ALONG SAID RIGHT OF WAY LINE, NORTH 62°52'24" WEST, 37.36 FEET TO THE BEGINNING OF A NON-TANGENT CURVE CONCAVE SOUTHERLY, WHOSE RADIUS POINT BEARS SOUTH 38°24'54" EAST; THENCE LEAVING SAID RIGHT OF WAY LINE, EASTERLY ALONG SAID CURVE HAVING A RADIUS OF 31.00 FEET, THROUGH A CENTRAL ANGLE OF 45°50'04", FOR AN ARC LENGTH OF 24.80 FEET; THENCE SOUTH 82°34'50"EAST, 148.38 FEET TO THE BEGINNING OF A TANGENT CURVE TO THE RIGHT; THENCE ALONG SAID CURVE HAVING A RADIUS OF 121.00 FEET, THROUGH A CENTRAL ANGLE OF 12°08'27", FOR AN ARC LENGTH OF 25.64 FEET; THENCE NORTH 26°31'53" EAST, 5.05 FEET; THENCE NORTH 89°09'37" EAST, 36.40 FEET.

EXHIBIT B

DESCRIPTION OF PROJECT

Attached is a map or diagram showing the location of the Site that is subject to this Site Lease and upon which Developer will construct the Project.



RESOLUTION NO. 21-2025
OF THE
CABRILLO UNIFIED SCHOOL DISTRICT
RESOLUTION SUPPORTING AWARD OF LEASE-LEASEBACK AGREEMENTS

WHEREAS, the Cabrillo Unified School District ("District") is currently undertaking a project known as the El Granada Elementary School Modernization Phase 2 Project ("Project"); and

WHEREAS, on March 9, 2017, the District's Board of Trustees ("Board") adopted Resolution No. 06-17, regarding required procedures and guidelines ("Best Value Methodology") for evaluating the qualifications of proposers that ensure the best value selections by the District are conducted in a fair and impartial manner pursuant to Education Code section 17406, which was amended on February 9, 2023, via Resolution No. 01-2023; and

WHEREAS, the District incorporated the Best Value Methodology in a Request for Qualifications and Proposals (RFQ/P #2024-04-11) for the Project, identifying criteria evaluated on a pass-fail basis, and criteria evaluated based on numerical score, and the minimum qualification score, which was advertised in the *San Mateo County Times*, once a week for two weeks, commencing on April 11, 2024 and completed on April 18, 2024; and

WHEREAS, attached hereto as **Exhibit "A"** to this Resolution is a copy of the Proof of Publication; and

WHEREAS, District staff, in conjunction with District consultants, have reviewed proposals for the Project submitted in response to RFQ/P #2024-04-11 in accordance with the adopted Best Value Methodology and taking into consideration the proposers' demonstrated competence and professional qualifications necessary for the satisfactory performance of the services required; and

WHEREAS, after consideration of all of the proposals, the Board hereby awards the Site Lease and Facilities Lease ("Lease-Leaseback Agreements") to Rodan Builders, Inc. ("Rodan"), who was the highest ranked respondent according to the adopted Best Value Methodology, for the Project; and

WHEREAS, Rodan has been prequalified pursuant to Public Contract Code section 20111.6; and

WHEREAS, Education Code section 17406 provides that the school district governing board shall issue a written decision supporting it contract award and stating in detail the basis of the award; and

WHEREAS, attached hereto as **Exhibit "B"** to this Resolution is a copy of the written findings of the Board supporting the Board's award of the Lease-Leaseback Agreements to Rodan for the Project.

NOW THEREFORE, the Governing Board of the Cabrillo Unified School District hereby resolves, determines, and finds the following:

Section 1. That the foregoing recitals and the findings are true.

Section 2. That the District followed the Best Value Methodology adopted by the District and the Request for Qualifications and Proposals issued by the District.

Section 3. That Rodan provided the proposal with the best value to the District, taking into consideration the proposer's demonstrated competence and professional qualifications necessary for the satisfactory performance of the services required.

Section 4. That, based on the foregoing, it is in the best interest of the District to award the Lease-Leaseback Agreements to Rodan for the Project.

Section 5. That the Superintendent, or designees, are authorized to enter into the Lease-Leaseback Agreements with Rodan, to negotiate and finalize the Guaranteed Maximum Price and any amendments, and to take any and all actions that are necessary to carry out, give effect to and comply with the terms and intent of this Resolution.

PASSED AND ADOPTED by the Cabrillo Unified School District Board of Trustees, this 12th day of June, 2025, by the following vote:

AYES: _____

NOES: _____

ABSTAIN: _____

ABSENT: _____

_____
Carmen Daniel
President, Board of Trustees of the
Cabrillo Unified School District

Attested to:

_____
Peter Cernika
Clerk, Board of Trustees of the
Cabrillo Unified School District

EXHIBIT "A"

PROOF OF PUBLICATION

[REMAINDER OF PAGE INTENTIONALLY BLANK; EXHIBIT FOLLOWS]

San Mateo County Times
c/o Bay Area News Group
75 E. Santa Clara St , Suite 1100
San Jose, CA 95113
408-920-5332

3727893

CABRILLO UNIFIED SCHOOL DISTRICT
498 KELLY AVE
HALF MOON BAY, CA 94019

PROOF OF PUBLICATION

FILE NO. Bid - RFQ/P #2024-04-11

San Mateo County Times

The undersigned deposes that he/she is the Public Notice Advertising Clerk of the SAN MATEO COUNTY TIMES, a newspaper of general circulation as defined by Government Code Section 6000, adjudicated as such by the Superior Court of the State of California, County of San Mateo (Order Nos. 55795 on September 21, 1951), which is published and circulated in said county and state daily (Sunday excepted).

The PUBLIC NOTICE

was published in every issue of the SAN MATEO COUNTY TIMES on the following date(s):

04/11/2024, 04/18/2024

I certify (or declare) under the penalty of perjury that the foregoing is true and correct.

Executed at San Mateo , California.
On this 3rd day of May, 2024.

Public Notice Advertising Clerk

Legal No. 0006821238

CABRILLO UNIFIED SCHOOL DISTRICT
REQUEST FOR QUALIFICATIONS FOR EL GRANADA ELEMENTARY SCHOOL MODERNIZATION PHASE 2 PROJECT (RFQ/P) #2024-04-11

NOTICE IS HEREBY GIVEN that Cabrillo Unified School District ("District") is requesting statement of qualifications for the El Granada Elementary School Modernization Phase 2 Project (RFQ/P) #2024-04-11 as outlined in the RFQ (below) for Cabrillo Unified School District. The project is funded by the District's Measure M Program ("Program").

All statement of qualification documents can be obtained at:

https://www.cabrillo.k12.ca.us/our_departments/facilities/notice_to_bidders

ALL RESPONSES ARE DUE BY 2:00 P.M. ON THURSDAY, MAY 9, 2024. The District will only receive Packets submitted electronically. RFQ/PRFQ Packets received after this date and time will not be accepted and returned unopened. RFQ/P Packets will be received until 2:00 p.m., MAY 9, 2024, only at 498 KELLY AVE, HALF MOON BAY CA, 94019.

SMCT #6821238; April 11, 18, 2024

EXHIBIT "B"

FINDINGS REGARDING THE AWARD OF THE LEASE-LEASEBACK AGREEMENTS FOR CABRILLO UNIFIED DISTRICT FARALLONE VIEW ELEMENTARY SCHOOL MODERNIZATION PROJECT

WHEREAS, Rodan's submittal met format and standards in RFQ/P; and

WHEREAS, Rodan received a "Pass" designation for Conflict of Interest; and

WHEREAS, Rodan received a "Pass" designation for Safety; and

WHEREAS, Rodan received a "Pass" designation for Form of Agreement; and

WHEREAS, Rodan received 23.6 out of 26 points for Technical Expertise; and

WHEREAS, Rodan received 20.6 out of 22 points for Interview; and

WHEREAS, Rodan received 19 out of 22 points for Fee Proposal; and

WHEREAS, Rodan received 15.73 out of 16 points for Management and Staffing Approach; and

WHEREAS, Rodan received 7 out of 7 points for Schedule; and

WHEREAS, Rodan received 7 out of 7 points for Claims/Litigation; and

WHEREAS, Rodan's overall combined score was 91.93 out of 100 points, based on RFQ/P evaluation criteria, which was the greatest number of points in accordance with the methodology described in the RFQ/P, and was ranked as the best value to the District out of three (3) proposals submitted.

CABRILLO UNIFIED SCHOOL DISTRICT

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

SUPERINTENDENT
Dr. Ramon Miramontes

GOVERNING BOARD
Mary Beth Alexander
Peter Cerneka
Lizet Cortes
Carmen Daniel
Breanna Lafontaine

MEMORANDUM

MEETING DATE: June 12, 2025
TO: Members of the Governing Board
FROM: Dr. Ramon Miramontes, Superintendent
CATEGORY: Consent/Action
ITEM TITLE: Proclamation Recognizing June 2025 as LGBTQ+ Pride Month

BACKGROUND INFORMATION

The CUSD Governing Board continues to support the rights, freedoms, and equality of all people, including those who identify themselves as lesbian, gay, bisexual, transgender, queer, and/or questioning (LGBTQ+). The Governing Board believes all students, staff, and families deserve to feel safe and welcome in their schools; to be known by their preferred name, gender identity, and story; and to see themselves represented in our curricula, our staff, and our community.

The district recognizes that our students, staff, and families are legally entitled to a safe environment and community where their rights to be free from the harm of discrimination are guaranteed and upheld. June has become a symbolic month in which LGBTQ+ persons and allies come together in various celebrations of pride to support the community's right to live their lives out loud. We are proud of the ongoing work done by CoastPride representatives with CUSD staff to continue our important work of helping all people feel safe in CUSD schools and in the Coastside community.

The Cabrillo Unified Governing Board, district leadership, faculty, students, and staff recognize and understand that creating an inclusive environment to increase understanding and acceptance requires daily diligence. The Cabrillo Unified School District recognizes the month of June as LGBTQ+ Pride Month in our schools, and CUSD's Governing Board and staff invite everyone to reflect during this month, particularly on the ways we all can live and work together with a commitment to mutual respect and understanding. The Governing Board is committed to these efforts beyond June to ensure all students can learn and thrive in our inclusive schools.

FINANCIAL IMPACT

There is no financial impact to the General Fund.

RECOMMENDATION

Adopt CUSD's Proclamation Recognizing June as LGBTQ+ Pride Month.

Prepared by: *Rosibel Acosta, Administrative Assistant to the Superintendent*

CABRILLO UNIFIED SCHOOL DISTRICT
HALF MOON BAY, CALIFORNIA

PROCLAMATION

Recognizing June 2025 as LGBTQ+ Pride Month in the Cabrillo Unified School District

WHEREAS, Cabrillo Unified School District is committed to supporting dignity, equity, and visibility for all people in the community; and

WHEREAS, the Cabrillo Unified School District and Coastside region have a diverse Lesbian, Gay, Bisexual, Transgender, Queer, and/or Questioning (LGBTQ+) community; and

WHEREAS, many residents, students, family members, and school personnel are part of the lesbian, gay, bisexual, transgender, queer, and/or questioning community, and we acknowledge that they contribute greatly to the enrichment of our CUSD schools and Coastside community; and

WHEREAS, although advancements have been made with respect to equitable treatment of LGBTQ+ persons, LGBTQ+ persons still face discrimination simply for being who they are, thus making it important for all districts and all communities to stand up and show support for all our students, staff, and families who are affected; and

WHEREAS, many cities across the United States recognize and celebrate June as LGBTQ+ Pride Month; and

WHEREAS, June has historically become a symbolic month in America in which LGBTQ+ persons and allies come together in various celebrations of pride to support the community's right to live their lives out loud; and

WHEREAS, we have worked closely over recent years with our partner CoastPride on our shared goals of developing and implementing ongoing educational, equity, and visibility projects for our LGBTQ+ students; and

WHEREAS, in June of 2021, we celebrated CoastPride's second birthday at the opening of the CoastPride Center and strongly endorsed such a community center for all LGBTQ+ persons and allies; and

WHEREAS, this June, we will again be raising the LGBTQ+ flag at our school campuses and district office because we proudly stand in solidarity with CoastPride to signal to all who are fortunate to live or visit the Coastside that people of all sexual orientations, gender identities, and gender expressions are welcome; and

WHEREAS, the Rainbow Flag, created in 1978, is a flag with six distinct colors (red, orange, yellow, green, blue, and violet) that has come to be known as the internationally recognized symbol of the LGBT community; and

WHEREAS, the Progress Flag, created in 2018, has added five arrow-shaped lines to the Rainbow Flag (including black and brown stripes to represent LGBTQ+ communities of color along with the colors pink, light blue, and white, which are used on the Transgender Pride Flag), and the Progress Flag is now recognized as underscoring the intersections within the LGBTQ+ community and honoring LGBTQ+ people of color (whose activism inspired the very first Pride Month) as well as people of different gender identities; and

WHEREAS, flying the Progress Flag at the District Office throughout the month of June further symbolizes the District's celebration of diversity and support for all the LGBTQ+ students, families, and staff in our community;

NOW, THEREFORE, the Cabrillo Unified School District does hereby declare the month of June as LGBTQ+ Pride Month in our schools and invites everyone to reflect on ways we all can live and work together with a commitment to mutual respect and understanding; and

FURTHERMORE, CUSD will recognize June as LGBTQ+ Pride Month by flying the Rainbow Flag and/or the Progress Flag at the District Office and at our schools during the month of June.

PASSED AND ADOPTED this 12th day of June, 2025, at a regular meeting of the Governing Board of Cabrillo Unified School District by the following vote.

Mary Beth Alexander:	_____	Aye	_____	No	_____	Abstain	_____	Absent
Peter Cerneka:	_____	Aye	_____	No	_____	Abstain	_____	Absent
Lizet Cortes:	_____	Aye	_____	No	_____	Abstain	_____	Absent
Carmen Daniel:	_____	Aye	_____	No	_____	Abstain	_____	Absent
Breanna Lafontaine:	_____	Aye	_____	No	_____	Abstain	_____	Absent

Certified by:

_____
Carmen Daniel
President of the Governing Board
Cabrillo Unified School District

Attest by:

_____
Peter Cerneka
Clerk to the Governing Board
Cabrillo Unified School District

CABRILLO UNIFIED SCHOOL DISTRICT

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

SUPERINTENDENT
Dr. Ramon Miramontes

GOVERNING BOARD
Mary Beth Alexander
Peter Cerneka
Lizet Cortes
Carmen Daniel
Breanna Lafontaine

MEMORANDUM

MEETING DATE: June 12, 2025
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed. D., Deputy Superintendent of Educational Services
Deanna Tower, Half Moon Bay Assistant Principal
Lisa Longaker, Half Moon Bay High School CTE Coordinator
CATEGORY: Consent/Action
ITEM TITLE: Textbook Adoption for the CTE Floral Design Program at Half Moon Bay High School for the 2025-26 school year

BACKGROUND INFORMATION

The new floral design Career Technical Education (CTE) pathway courses at Half Moon Bay High School would like to purchase a supplemental class set of the book, Principles of Floral Design, 3rd Addition. This is a new sub pathway within the agriculture department. Student interest and sign-ups for the class were strong with a total of 60 students in grades 9-12 enrolled for the 2025-26 school year. This supplemental adoption can enhance the Floriculture CTE pathway by providing students with illustrated explanations of core concepts.

SPSA/LCAP Goal Alignment

This pathway and purchase align with LCAP goal 1.8, Career and Technical Education, “Continue developing CTE pathways in Agriculture, Broadcasting, and Construction.”

Monitor Progress and Success

CTE pathways are monitored through CA Dashboard metrics, annual CALPADS, and CalPass data reporting for completion numbers, pathway enrollments, and special populations.

FISCAL ANALYSIS

The cost of the adoption for the 2025-26 school year is approximately $5,600. This will be funded by the Specialized Secondary Programs Grant that CUSD received to start this pathway.

Description	Total Textbooks	Per Unit Cost	Total Cost
1 class set of textbooks	35	$146.64	$5,132.40
Tax/Total		$479.88	$5,611.27

RECOMMENDATION

Staff recommend that the Cabrillo Unified School District Governing Board approve this supplemental text, Principles of Floral Design, 3rd Addition, for implementation beginning in the 2025-26 school year for Half Moon Bay High School.

Prepared by: *Josefina Infanzon*

Goodheart-Willcox Publisher
18604 West Creek Drive ● Tinley Park, IL 60477-6243
Phone: 1.800.323.0440 Fax: 1.888.409.3900
www.g-w.com ● custserv@g-w.com

QUOTE

Quote No.
#QT15006270

Quote Date
5/30/2025

Bill To
CABRILLO UNIFIED SCHOOL DIST
498 KELLY AVE
HALF MOON BAY CA 94019-6102
United States

Ship To
ESTEFANIA ALVAREZ
SONIA MYERS
HALF MOON BAY HIGH SCHOOL
1 LEWIS FOSTER DR
HALF MOON BAY CA 94019
United States

Customer Account No.	Date	Expires	Sales Rep	Shipping Method
0009401900	5/30/2025	10/31/2025	John Miller	FedEx Ground

Quantity	Item	List Price	Disc. %	Net Rate	Amount
35	**9798888173381 TXT PRINCIPLES FLORAL DESIGN (2025)**	$146.64	25%	$109.98	$3,849.30
1	**9798888178164 OIR PRINCIPLES FLORAL 6YR EMAIL (2025)**	$800.00	100%	$0.00	$0.00

Shipping Charges are good for 30 days from date of quote.

Free items available only with purchase of student items direct from Goodheart-Willcox.

Notes:

Subtotal	$3,849.30
Shipping Cost	$343.34
Estimated Tax	$380.12
Total	$4,572.76

Please send tax exemption certificates to taxcert@g-w.com.

BDL Bundle
BSK BrightSpace Packet
BSL BrightSpace License
CCL Common Cartridge License
CCK Common Cartridge Packet
CUR Curriculum Center
EBI Ebook Instructor
EBS Ebook Student
LM Lab Manual
OG Observation Guide
OIR Online Instructor Resource
OLS Online Learning Suite
OSC Online Student Center
OT Online Textbook
PP PowerPoint
RCD Instructor's Resource CD
SDG Software Design Guide
SG Study Guide
SHP Shop Manual
TAW Teacher's Annotated Workbook
TE Teacher's Edition
TSE Exam View Test Software
TXT Textbook
WB Workbook

QT15006270

CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
Dr. Ramon Miramontes

GOVERNING BOARD
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Breanna Lafontaine

MEMORANDUM

MEETING DATE: June 12, 2025
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Deputy Superintendent of Educational Services
CATEGORY: Consent/Action
ITEM TITLE: Ayudando Latinos a Soñar (ALAS) 2025 Summer School Services Agreement

BACKGROUND INFORMATION

As part of our efforts in serving students to avoid the Summer Achievement gap, we would like to extend our partnership with Ayudando Latinos A Soñar (ALAS). ALAS will provide our summer programs with additional Social-Emotional Learning (SEL) services and culturally relevant Visual Arts and Performing Arts (VAPA) opportunities. ALAS is a Latino-centered nonprofit that began as a grassroots program in 2011. ALAS serves and honors the cultural strengths that thrive in our Latino Coastside community. ALAS believes that “cultura” inspires and heals the soul, opening doors for community leadership and engagement. ALAS programs initiated with cultural arts programs and have grown services to include culturally centered mental health services, wrap-around case management, and immigration and social justice advocacy, as well as a robust educational program. ALAS is committed to working with children, youth, families, farmworkers, asylum seekers, seniors, and the Coastside community.

Using state/federal funding, we are partnering with ALAS to support us with two main services:

- Arts In the Classroom program will provide an in-depth experience of art, culture, and education in areas of music, dance, visual arts, drumming, and voice to increase cultural sensory experience, advance learning in the arts, and support creative expression and education.
- Mental Health Supports

FISCAL ANALYSIS

The funding cost will be $26,500 paid with the SMC Summer Enrichment Grant and state/federal grant funding.

RECOMMENDATION

Approve as submitted.

Prepared by: *Josefina Infanzon*



ALAS

AYUDANDO A LATINOS A SOÑAR

CABRILLO DISTRICT SUMMER PROGRAM PROPOSAL 2025

ALAS- Ayudando a Latinos a Soñar Proposal:
The “Ayudando Latinos A Soñar” Summer School is a project that is centered on bringing out the best in our youth and igniting the cultural arts to stimulate their learning. ALAS believes that the arts are critical to restoring and growing creativity to youth as a critical part of education and development. Our program is infused in centering care and support to respond to the emotional and academic needs of the students to support programming for them during their school vacation while parents work. This program is a bridge to help the student and family during the summer months when they often find themselves with limited activities.

With years of teaching and using the arts as the focus of learning, our camp is an educational model and a methodology that develops in children, a series of values through the performance of arts and educational activities.

General Objectives
The objectives pursued in the Summer School are:
● Have youth participate in a dynamic summer school program to support them in activity during summer while many parents work, giving our youth a continued opportunity for activity and learning.

● Develop a program of arts classes,, sport, and psychomotor

activities that inspire youth development as well as having fun.

● Create opportunity for individual and group learning, growing relationships and inspiring the creation of community

● Create an environment of inclusivity and team work, teaching the values of coming together to share in learning and growing as leaders in our school and community

● Inculcate in children activities such as order,
cleanliness, responsibility in the care of the materials and space they
use, creativity, aesthetics, teamwork, self control, etc.

● Develop new opportunities for youth to engage in the cultural arts and open a pipeline of programming that they can immerse themselves in throughout the year that connects to identity, family, community and self. Help to grow and heal through the arts.

Workshops
Our ALAS workshops are varied with different art forms that are directed at inspiring youth development, performance, personal growth and creativity. Connecting with teachers from around the Bay Area and Professors from the University of San Francisco, our camp is energized to offer programming that is dynamic and engaging. Classes are appropriate for each age group that are in the workshops, adjusting to developmental stages of learning. Workshops are creative and led by innovative faculty and ALAS Arts Director, Zenon Barron.

Proposal
Ayudando Latinos A Soñar, under Executive Director, Dr. Belinda Arriaga and Director of Arts and Culture, Zenon Barron Lopez, would like to propose the development of the following Summer Program 2024 for the Cabrillo Unified District:

We would follow a one month calendar model program of rotating arts that would include:

Latin American Folk Dance
Musical Theater
Ukulele and Musical singing voice
Afro Peruvian Dance and Percussion
Hip-Hop
Fashion Design & Arts and Crafts

Classes will be held Monday to Friday on campus for one month starting June 13, 2025 to July 11, 2025.

Visual Arts
The visual arts will offer a trip through the culture of Latin America. The students will learn the traditions and arts of different countries. On this occasion we will make a trip

through the visual arts of Mexico and Guatemala, because through them our students will learn different techniques of visual arts.

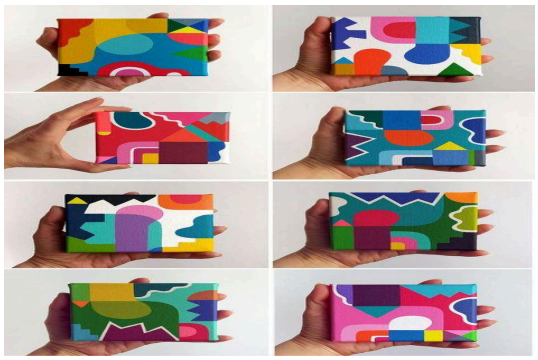
Arts and Crafts

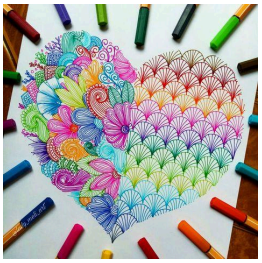
We will make a rescue of the crafts of the craftsmen of the state of Yucatan, Michioacan,Oaxaca and Guerrero Mexico





.























Budget

Director Zenon Barron
$5,000.00

Artists for Program
$220.00 per day @ $55.00 per hour
3 days a week/ 4 hours per day= $660.00 /week per artist

Total of 6 artists to include:
Percussion, Musical Theatre, Hip hop, Ukulele singing and voice , Fashion Design , Latin American Folk Dance
@ $3,300.00 per week (4 weeks and 3 days) x 6 artists= $16,500.00

Materials for the arts $2,500.00
Administrative $2,500.00

Director Zenon Barron	$ 5,000.00
Artists	$16,500.00
Supplies	$2,500.00
Administrative	$2,500.00

Total = $26,500.00

AGREEMENT FOR SERVICE BETWEEN
THE CABRILLO UNIFIED SCHOOL DISTRICT AND CONTRACTOR

This agreement is made as of this day of June 13, 2025, by and between the Cabrillo Unified School District ("CUSD") and ALAS Ayudando a Latinos a Sonar ("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. Scope of Services : Summer Program June 12, to July 11 , 2025. Mexican Folk Dance, Hip-Hop, Guitar and Vocal, Afro-Peruvian Percussion and Fashion Design and Arts and Crafts. For more detailed information please view detailed program description.
   B. Deliverables: See the Scope of Work Above

2. TERM OF AGREEMENT: The term of this agreement is from

3. COMPENSATION: The CONTRACTOR agrees to perform all the services of this agreement not to exceed $26,500.00

4. PAYMENT: The CONTRACTOR shall submit an invoice detailing the services performed during the billing period at the end of each month. The contractor is responsible to comply 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 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... $3,000,000 (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

_____

Jennifer Marsh
Chief Business Officer
Date: _____

_____

Dr. Ramon Miramontes, Ed.D
Superintendent
Date: _____

Contractor

_____

ALAS Ayudando a Latinos a Sonar
636 Purissima Street , Half Moon Bay, CA 94019
Date: _____

CABRILLO UNIFIED SCHOOL DISTRICT

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

SUPERINTENDENT
Dr. Ramon Miramontes

GOVERNING BOARD
Mary Beth Alexander
Peter Cerneka
Lizet Cortes
Carmen Daniel
Breanna Lafontaine

MEMORANDUM

MEETING DATE: June 12, 2025
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Deputy Superintendent, Educational Services
Andrew Boysen, Principal, Half Moon Bay High School
CATEGORY: Consent/Information
ITEM TITLE: Half Moon Bay High School Western Association of Schools and Colleges Accreditation

BACKGROUND INFORMATION

The Western Association of Schools and Colleges (WASC) is a non-profit organization that fosters excellence in education through a voluntary non-governmental regional accreditation process. This accreditation process helps California schools identify and implement school improvement measures, support accountability, and facilitate student achievement. The California Department of Education (CDE) and WASC share a common purpose and commitment to facilitate student achievement and school improvement in the California public schools. While WASC accreditation is not required by law, it does provide a means for conducting peer evaluations of educational institutions and programs. CDE has collaborated with WASC in order to align the WASC accreditation process with the planning process for California schools required by state and federal statutes in the Single Plan for Student Achievement. The result of this collaboration is the FOCUS On LEARNING- Joint WASC/CDE Process Guide(PDF), and is accessible at WASC Accrediting Commission for Schools.

The Accrediting Commissions for Schools and the Western Association of School and Colleges affirmed Half Moon Bay High School's six-year accreditation status through June 30, 2031. There will be a mid-cycle visit to assess progress during the 2027-28 academic year.

Half Moon Bay High School submitted its self-study report this Spring to ACS-WASC and hosted associated educators for a three-day review March 17th through the 19th.

ACS WASC Official Accreditation Letter

FISCAL ANALYSIS

This item does not affect the general fund.

RECOMMENDATION

This item is presented for information purposes only.

Prepared by: *Josefina Infanzon*

COMMISSION MEMBERS

ODIE J. DOUGLAS, Ed.D.
Chairperson
Association of California School Administrators

LINDA NORMAN, Ed.D.
Vice Chairperson
Western Catholic Educational Association

WARD ANDRUS, Ed.D.
Association of California School Administrators

JANICE BLABER
Hawaii Government Employees' Association

MOOHAY CHOE, Ed.D.
Association of California School Administrators

KEVIN COLLINS, Ed.D.
Association of California School Administrators

CAROLINE COTA, Ed.D.
Association of California School Administrators

JULIE CRUZ
California Federation of Teachers

JEFF DAVIS, Ed.D.
California Association of Independent Schools

GREGORY DHUYVETTER
Western Catholic Educational Association

TOBY ELMORE
California Association of Private School Organizations

MARTY FRICKE
California Teachers Association

ANDREA FUKUMOTO
Hawaii State Department of Education

ANNA-LISA GEORGE
Western Catholic Educational Association

MELISSA HANDY
Hawaii Private Teacher

MATT HANNAN
Association of Christian Schools International

GREGORY HEDGER, Ed.D.
East Asia Regional Council of Schools

ESTHER KANEHAILUA
Hawaii State Department of Education

KARIN D. HANSEN DEL REY
Hawaii State Teachers Association

CINDY KAZANIS
California Department of Education

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Association of California School Administrators

MONIQUE MCWAYNE
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Postsecondary Education

JASON SAMPLE
Charter Schools

TERESA SCHWABAUER
Western Catholic Educational Association

DAVID SCIARRETTA, Ed.D.
Charter Schools

K. ERIK SWANSON, Ph.D.
Pacific Islands

KATHERINE THOROSSIAN, Ed.D.
Public Member, California

BERIT VON POHLE, Ed.D.
Pacific Union Conference of Seventh-day Adventists

LIVINGSTON (JACK) WONG
Public Member, Hawaii

CHRISTY WOOD, Ed.D.
National Lutheran School Accreditation

May 6, 2025

Andrew Boysen, Principal
Half Moon Bay High School
1 Lewis Foster Drive
Half Moon Bay, California 94019

Dear Andrew Boysen:

The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) announces the action taken at the Spring 2025 Commission Meeting. The ACS WASC Commissioners have determined Half Moon Bay High School (9-12) meets the ACS WASC criteria for accreditation. This accreditation status is based on all of the information provided by the school, including the school's report, and the satisfactory completion of the accreditation visit.

It is the decision of the Commission to grant six-year accreditation status through June 30, 2031 with a mid-cycle visit during the 2027-2028 school year.

Half Moon Bay High School is required to prepare a report for the mid-cycle visit. The report and visit should demonstrate that the school has: 1) addressed the growth areas for continuous improvement through the schoolwide action plan; 2) made appropriate progress on the implementation of the schoolwide action plan; and 3) improved student achievement relative to the schoolwide learner outcomes and the academic standards.

Accreditation status is conditioned upon Half Moon Bay High School's continued adherence with the ACS WASC policies, procedures, and criteria for accreditation. This includes a requirement that an accredited school annually contribute members to participate on visiting committees. Failure to maintain compliance with said policies, procedures, and standards is grounds for modification and/or withdrawal of the accreditation.

The Commission looks forward to Half Moon Bay High School's anticipated success and continuing improvement in keeping with ACS WASC's pursuit of excellence in elementary, secondary, and adult education.

Sincerely,



Odie J. Douglas, Ed.D.
Commission Chairperson

cc: Ramon Miramontes Dr., Brian Irvine

CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
Dr. Ramon Miramontes

GOVERNING BOARD
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Carmen Daniel
Breanna Lafontaine

MEMORANDUM

MEETING DATE: June 12, 2025
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed. D., Deputy Superintendent of Educational Services
Drew Gamet, Director of Bond Program Fiscal Project
CATEGORY: Consent/Action
ITEM TITLE: Approval of Single Plans for Student Achievement

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.

FISCAL ANALYSIS

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 2025-26 ENROLLMENT	% 2025-26	+RU Funds for: FOSS Supplemental Materials	RU (2025-26)
Hatch Elementary	510	20%	$4,309	$30,600
El Granada Elementary	328	13%	$2636	$19,680
Farallone View Elementary	195	8%	$1,136	$11,700
Kings Mountain Elementary	48	2%	$464	$2,880
Cunha Intermediate School	485	19%	N/A	$35,405
Half Moon Bay High School	843	34%	N/A	$61,539
Pilarcitos High School	41	2%	N/A	$2,993
Alternative Education	42		N/A	0%
TOTAL	2540	100%	$8,545	$164,797

RECOMMENDATION

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

Prepared by: *Josefina Infanzon*

School Year: **2025-26**

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	41 68890 6043616		June 12, 2025

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 2024-25, 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 2023/2024 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 2024 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 2025-2026 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 2023/2024 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 2024 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 orange or yellow in 2024 for the following categories:
English Language Arts (63.1 points below standard)
English Learner Progress (42.6% making progress)
Chronic Absenteeism (14.5% 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.

There were no groups that had two or more performance levels below the "all student" performance.

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 23-24.
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	198	44.1%	39.7%	36.6%
Fluent English Proficient (FEP)	58	58	65	10.7%	10.7%	12.0%
Reclassified Fluent English Proficient (RFEP)	29	21		12.1%	5%	

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	78	78	89	76	78	87	76	78	87	97.4	100.0	97.8
Grade 4	89	80	81	88	80	79	88	80	78	98.9	100.0	97.5
Grade 5	93	83	84	90	83	82	90	83	82	96.8	100.0	97.6
All Grades	260	241	254	254	241	248	254	241	247	97.7	100.0	97.6

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2393.	2376.	2364.	19.74	7.69	10.34	13.16	24.36	13.79	27.63	19.23	25.29	39.47	48.72	50.57
Grade 4	2416.	2438.	2395.	15.91	21.25	11.54	17.05	15.00	16.67	17.05	22.50	10.26	50.00	41.25	61.54
Grade 5	2447.	2444.	2456.	12.22	12.05	13.41	18.89	14.46	20.73	18.89	21.69	21.95	50.00	51.81	43.90
All Grades	N/A	N/A	N/A	15.75	13.69	11.74	16.54	17.84	17.00	20.87	21.16	19.43	46.85	47.30	51.82

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	14.47	7.69	10.34	55.26	57.69	54.02	30.26	34.62	35.63
Grade 4	11.36	17.50	8.97	59.09	53.75	51.28	29.55	28.75	39.74
Grade 5	8.89	12.05	12.20	55.56	53.01	58.54	35.56	34.94	29.27
All Grades	11.42	12.45	10.53	56.69	54.77	54.66	31.89	32.78	34.82

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10.53	2.56	4.60	47.37	64.10	42.53	42.11	33.33	52.87
Grade 4	6.82	13.75	5.13	54.55	46.25	33.33	38.64	40.00	61.54
Grade 5	8.89	6.02	9.76	45.56	43.37	52.44	45.56	50.60	37.80
All Grades	8.66	7.47	6.48	49.21	51.04	42.91	42.13	41.49	50.61

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	14.47	7.69	4.60	67.11	67.95	75.86	18.42	24.36	19.54
Grade 4	4.55	6.25	7.69	70.45	76.25	73.08	25.00	17.50	19.23
Grade 5	8.89	3.61	4.88	73.33	68.67	73.17	17.78	27.71	21.95
All Grades	9.06	5.81	5.67	70.47	70.95	74.09	20.47	23.24	20.24

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	14.47	6.41	6.90	63.16	65.38	57.47	22.37	28.21	35.63
Grade 4	9.09	12.50	7.69	61.36	65.00	56.41	29.55	22.50	35.90
Grade 5	6.67	14.46	10.98	64.44	50.60	59.76	28.89	34.94	29.27
All Grades	9.84	11.20	8.50	62.99	60.17	57.89	27.17	28.63	33.60

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 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	78	78	89	75	78	89	75	78	89	96.2	100.0	100
Grade 4	89	80	81	87	80	81	87	80	81	97.8	100.0	100
Grade 5	93	83	84	90	83	82	90	83	82	96.8	100.0	97.6
All Grades	260	241	254	252	241	252	252	241	252	96.9	100.0	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2418.	2417.	2400.	20.00	15.38	11.24	24.00	26.92	25.84	24.00	26.92	20.22	32.00	30.77	42.70
Grade 4	2428.	2451.	2408.	6.90	13.75	4.94	26.44	21.25	14.81	27.59	35.00	32.10	39.08	30.00	48.15
Grade 5	2429.	2446.	2461.	8.89	8.43	14.63	4.44	12.05	13.41	21.11	25.30	18.29	65.56	54.22	53.66
All Grades	N/A	N/A	N/A	11.51	12.45	10.32	17.86	19.92	18.25	24.21	29.05	23.41	46.43	38.59	48.02

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	25.33	20.51	13.48	44.00	53.85	48.31	30.67	25.64	38.20
Grade 4	5.75	15.00	7.41	50.57	47.50	44.44	43.68	37.50	48.15
Grade 5	7.78	8.43	12.20	43.33	45.78	51.22	48.89	45.78	36.59
All Grades	12.30	14.52	11.11	46.03	48.96	48.02	41.67	36.51	40.87

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	20.00	14.10	14.61	48.00	60.26	53.93	32.00	25.64	31.46
Grade 4	10.34	12.50	11.11	56.32	56.25	45.68	33.33	31.25	43.21
Grade 5	10.00	6.02	10.98	40.00	55.42	51.22	50.00	38.55	37.80
All Grades	13.10	10.79	12.30	48.02	57.26	50.40	38.89	31.95	37.30

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1439.3	1427.4	1404.4	1459.4	1438.5	1419.9	1392.3	1400.8	1367.9	49	35	50
1	1435.3	1414.0	1402.0	1468.1	1458.5	1428.4	1402.0	1368.9	1375.3	32	35	27
2	1460.9	1441.1	1416.6	1483.8	1475.3	1457.6	1437.6	1406.5	1375.1	33	30	33
3	1487.3	1457.5	1449.5	1500.4	1461.3	1462.1	1473.7	1453.2	1436.5	30	28	33
4	1503.1	1508.2	1485.6	1509.4	1520.7	1493.3	1496.2	1495.3	1477.4	45	27	31
5	1532.4	1517.5	1528.6	1550.9	1527.0	1553.8	1513.5	1507.5	1503.0	27	34	21
All Grades										216	189	195

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	16.33	8.57	10.00	44.90	42.86	26.00	34.69	37.14	36.00	4.08	11.43	28.00	49	35	50
1	6.25	5.71	0.00	28.13	5.71	18.52	25.00	48.57	40.74	40.63	40.00	40.74	32	35	27
2	15.15	3.33	0.00	30.30	33.33	18.18	33.33	20.00	42.42	21.21	43.33	39.39	33	30	33
3	6.67	0.00	6.06	46.67	25.00	21.21	36.67	50.00	27.27	10.00	25.00	45.45	30	28	33
4	8.89	22.22	9.68	44.44	40.74	35.48	40.00	22.22	25.81	6.67	14.81	29.03	45	27	31
5	29.63	11.76	28.57	33.33	35.29	23.81	25.93	50.00	33.33	11.11	2.94	14.29	27	34	21
All Grades	13.43	8.47	8.21	38.89	30.16	24.10	33.33	38.62	34.36	14.35	22.75	33.33	216	189	195

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	34.69	17.14	20.00	38.78	40.00	18.00	24.49	28.57	32.00	2.04	14.29	30.00	49	35	50
1	21.88	17.14	29.63	56.25	37.14	25.93	12.50	34.29	14.81	9.38	11.43	29.63	32	35	27
2	27.27	20.00	6.06	48.48	43.33	57.58	15.15	30.00	24.24	9.09	6.67	12.12	33	30	33
3	30.00	17.86	27.27	53.33	35.71	24.24	13.33	35.71	18.18	3.33	10.71	30.30	30	28	33
4	37.78	55.56	32.26	40.00	25.93	32.26	15.56	14.81	16.13	6.67	3.70	19.35	45	27	31
5	44.44	35.29	52.38	48.15	55.88	33.33	3.70	8.82	4.76	3.70	0.00	9.52	27	34	21
All Grades	32.87	26.46	25.64	46.30	40.21	30.77	15.28	25.40	20.51	5.56	7.94	23.08	216	189	195

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	6.12	5.71	0.00	14.29	25.71	16.00	55.10	62.86	62.00	24.49	5.71	22.00	49	35	50
1	3.13	0.00	0.00	15.63	2.86	0.00	18.75	11.43	22.22	62.50	85.71	77.78	32	35	27
2	3.03	3.33	0.00	30.30	10.00	3.03	24.24	30.00	27.27	42.42	56.67	69.70	33	30	33
3	0.00	0.00	3.03	13.33	10.71	3.03	60.00	42.86	18.18	26.67	46.43	75.76	30	28	33
4	2.22	0.00	3.23	20.00	29.63	12.90	48.89	33.33	29.03	28.89	37.04	54.84	45	27	31
5	3.70	0.00	4.76	14.81	8.82	23.81	51.85	61.76	38.10	29.63	29.41	33.33	27	34	21
All Grades	3.24	1.59	1.54	18.06	14.29	9.74	43.98	40.74	35.38	34.72	43.39	53.33	216	189	195

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	28.57	28.57	22.00	71.43	60.00	44.00	0.00	11.43	34.00	49	35	50
1	31.25	42.86	44.44	62.50	48.57	33.33	6.25	8.57	22.22	32	35	27
2	24.24	13.33	9.09	72.73	83.33	78.79	3.03	3.33	12.12	33	30	33
3	36.67	7.14	15.15	53.33	53.57	45.45	10.00	39.29	39.39	30	28	33
4	26.67	33.33	32.26	57.78	55.56	45.16	15.56	11.11	22.58	45	27	31
5	33.33	14.71	23.81	55.56	79.41	66.67	11.11	5.88	9.52	27	34	21
All Grades	29.63	23.81	23.59	62.96	63.49	51.28	7.41	12.70	25.13	216	189	195

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	36.73	20.00	24.00	55.10	57.14	40.00	8.16	22.86	36.00	49	35	50
1	18.75	20.59	7.41	75.00	58.82	66.67	6.25	20.59	25.93	32	34	27
2	42.42	30.00	12.12	45.45	60.00	78.79	12.12	10.00	9.09	33	30	33
3	60.00	25.93	30.30	33.33	66.67	42.42	6.67	7.41	27.27	30	27	33
4	51.11	70.37	51.61	44.44	22.22	35.48	4.44	7.41	12.90	45	27	31
5	85.19	73.53	76.19	7.41	23.53	14.29	7.41	2.94	9.52	27	34	21
All Grades	47.22	39.57	30.77	45.37	48.13	47.18	7.41	12.30	22.05	216	187	195

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	8.16	5.71	0.00	83.67	74.29	73.47	8.16	20.00	26.53	49	35	49
1	9.38	0.00	0.00	31.25	11.76	18.52	59.38	88.24	81.48	32	34	27
2	3.03	3.33	0.00	54.55	43.33	30.30	42.42	53.33	69.70	33	30	33
3	0.00	0.00	0.00	36.67	28.57	18.18	63.33	71.43	81.82	30	28	33
4	2.22	3.70	3.23	46.67	51.85	25.81	51.11	44.44	70.97	45	27	31
5	7.41	2.94	9.52	62.96	58.82	42.86	29.63	38.24	47.62	27	34	21
All Grades	5.09	2.66	1.55	54.63	45.21	38.14	40.28	52.13	60.31	216	188	194

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	14.29	34.29	12.00	44.90	40.00	62.00	40.82	25.71	26.00	49	35	50
1	3.13	0.00	0.00	40.63	28.57	30.77	56.25	71.43	69.23	32	35	26
2	9.09	6.67	0.00	63.64	40.00	51.52	27.27	53.33	48.48	33	30	33
3	13.33	0.00	3.03	70.00	78.57	36.36	16.67	21.43	60.61	30	28	33
4	6.67	14.81	6.45	84.44	62.96	67.74	8.89	22.22	25.81	45	27	31
5	11.11	5.88	4.76	66.67	85.29	71.43	22.22	8.82	23.81	27	34	21
All Grades	9.72	10.58	5.15	61.57	55.03	53.61	28.70	34.39	41.24	216	189	194

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

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
541	**47.5%**	**36.6%**	**0.0%**
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	198	36.6%
Foster Youth	0	0.0%
Homeless	0	0.0%
Socioeconomically Disadvantaged	257	47.5%
Students with Disabilities	60	11.1%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	0.2%
American Indian	0	0.0%
Asian	6	1.1%
Filipino	4	0.7%
Hispanic	349	64.5%
Two or More Races	21	3.9%
Pacific Islander	0	0.0%
White	157	29%

Conclusions based on this data:

1. English Language Learners make up 36.6% of the total enrollment at Hatch Elementary.

2. The 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, is now 47.5% -- which was 46% in 2020

School and Student Performance Data

Overall Performance

The 2024 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

2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
English Language Arts

The 2024 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.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
4	1	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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Orange	 Red	 No Performance Color
63.1 points below standard	112.0 points below standard	0 Students
Declined 14.1 points	Declined 12.1 points	
239 Students	99 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Red
0 Students	0 Students	99.7 points below standard
		Declined 9.4 points
		121 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
123.2 points below standard	0 Students	0 Students
Declined 31.7 points		
40 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Red
Less than 11 Students	Less than 11 Students	102.7 points below standard
3 Students	3 Students	Declined 9.8 points
		142 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Orange
Less than 11 Students	0 Students	9.3 points below standard
10 Students		Declined 27.1 points
		80 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 2024 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.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
2	2	1	0	0

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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Orange	 Red	 No Performance Color
57.9 points below standard	107.6 points below standard	0 Students
Declined 12.6 points	Declined 15.9 points	
242 Students	102 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Orange
0 Students	0 Students	90.5 points below standard
		Declined 10.8 points
		123 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
107.9 points below standard	0 Students	0 Students
Declined 45.0 points		
40 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
Less than 11 Students	Less than 11 Students	93.8 points below standard
3 Students	3 Students	Declined 13.1 points
		145 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Yellow
Less than 11 Students	0 Students	5.0 points below standard
10 Students		Declined 15.4 points
		80 Students

Conclusions based on this data:

1. Overall, students on the Math scored low.
2. Groups who scored Very Low on Math were English Language Learners and Students with Disabilities.
3. On Math CAASPP, Hispanic students scored low, while White students scored medium. 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 2024 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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
Yellow	No Performance Color
42.6% making progress.	making progress.
Number Students: 129 Students	Number Students: 0 Students

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.

2024 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**
24%	33.3%	0%	42.6%

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 2024 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.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	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 2024 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.

2024 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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Yellow	 No Performance Color
14.5% Chronically Absent	16.7% Chronically Absent	0 Students
Declined 14.2	Declined 11.2	
557 Students	209 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Yellow
0 Students	0 Students	16.2% Chronically Absent
		Declined 13.2
		278 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
24% Chronically Absent	Fewer than 11 students - data not displayed for privacy	0 Students
Declined 11.7	1 Student	
75 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	17.2% Chronically Absent
7 Students	4 Students	Declined 13.6
		360 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
8.3% Chronically Absent	0 Students	9.3% Chronically Absent
Declined 23.5		Declined 15.8
24 Students		161 Students

Conclusions based on this data:

1. Socioeconomically Disadvantaged students are 16.2% Chronically Absent.
2. White students have a low level of chronic absenteeism; all other subgroups with the exception of Students with Disabilities are moderate.
3. Students with Disabilities have the highest level of chronic absenteeism with 24% Chronically Absent. This declined by 12% from last year.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2024 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.

2024 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.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	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 2024 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.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	0	0	4

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

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 Blue	 No Performance Color
0.5% suspended at least one day	0% suspended at least one day	0 Students
Increased 0.5%	Maintained 0%	
567 Students	213 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Blue
0 Students	0 Students	0% suspended at least one day
		Maintained 0%
		284 Students

Students with Disabilities	African American	American Indian
 Blue	 No Performance Color	 No Performance Color
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	0 Students
Maintained 0%	1 Student	
76 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Blue
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	0% suspended at least one day
7 Students	4 Students	Maintained 0%
		367 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Orange
0% suspended at least one day	0 Students	1.8% suspended at least one day
Maintained 0%		Increased 1.8%
25 Students		163 Students

Conclusions based on this data:

1. School-wide suspension rates are less than 1%.

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 2025–26 school year, all teachers will continue to support access to the Common Core State Standards, with an emphasis on high-quality, sitewide literacy instruction. Students in grades 3–5 are expected to improve by 3% in grade-level proficiency in English Language Arts, as measured by CAASPP.

To ensure coherence and instructional consistency across classrooms, all K–5 teachers will implement Fundations (phonics), Heggerty (phonemic awareness), and the Benchmark Advance curriculum with fidelity. Additionally, the Benchmark Readers Theater component will be integrated into our VAPA program to deepen reading fluency, expression, and engagement through the performing arts.
To support the academic progress and reclassification of English Learners, teachers will provide both designated and integrated English Language Development (ELD) instruction aligned with grade-level content. All students not meeting grade-level reading benchmarks will receive targeted reading interventions in English. Progress will be monitored through DIBELS 8 for foundational reading skills and ELPAC for language development, with the goal of students advancing at least one ELPAC level and moving toward reclassification.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

There shall be a focused effort to strengthen literacy achievement for all students, with particular attention to English Learners and the goal of reclassification.

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. 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.	English Learners and socioeconomically disadvantaged students	3477 Title I 1000-1999: Certificated Personnel Salaries 1605 Title I 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 3744 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	270 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	English Learners	7500 Unrestricted

	implementing adopted ELD curriculum with students.		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 for all at-promise students and English Learner students	At-promise and English Learners	2000 Title I 1000-1999: Certificated Personnel Salaries Release time/substitute for teachers 15000 Unrestricted 0000: Unrestricted General Fund (RU)

Annual Review

SPSA Year Reviewed: 2024-25

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 -- 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 one vacant intervention teacher position 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 will have two intervention teachers and one ELD TOSA 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 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
During the 2025–26 school year, all teachers will continue to support access to the Common Core State Standards in mathematics, with an emphasis on high-quality, sitewide math instruction. Students in grades 3–5 who are at risk in specific targeted areas of mathematical practice are expected to improve by 3% in grade-level proficiency, as measured by the CAASPP in Spring 2026.

To ensure consistency and coherence across classrooms, all K–5 teachers will implement the Bridges in Mathematics curriculum with fidelity. Teachers will use Bridges assessments to monitor student growth, inform instructional decisions, and target support.

In addition, this year marks the beginning of a sitewide rollout of intervention curriculum focused on early numeracy to support students who have not yet accessed foundational math skills. These interventions will be used to identify and address specific gaps in number sense, operations, and conceptual understanding, particularly in the primary grades. Teachers and grade-level teams will review data regularly to ensure that all students—especially those not yet meeting benchmarks—receive timely, targeted support.

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 2024 School Year Data: 17.89% Standard Exceeded (Level 4); 17.65% Standard Met (Level 3); 23.91% Standard Nearly Met (Level 2); 40.55% Standard Not Met (Level 1)	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: 2024-25

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 4th Grade Traditional and 2nd Grade Immersion that created a challenge to a smooth instructional start for those grade levels.

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 add two additional K classes and an additional TK Immersion 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
Increase family engagement by improving attendance at school-sponsored events (e.g., Parent Tech and Literacy Nights, PBIS activities, Coffee with the Principal, Workshops with the Principal) and by expanding participation in site-based meetings such as SSC, ELAC, and PTO. Maintain or improve favorable responses on the Panorama Family Survey, particularly in the area of Barriers to Engagement.

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	Increase family engagement by improving attendance at school-sponsored events (e.g., Parent Tech and Literacy Nights, PBIS activities, Coffee with the Principal, Workshops with the Principal) and by expanding participation in site-based meetings such as SSC, ELAC, and PTO. Maintain or improve favorable responses on the Panorama Family Survey, particularly in the area of Barriers to Engagement.	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: 2024-25

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.

Improving communication was identified as a key area for growth based on stakeholder feedback. This year, we made a focused effort to address that need by launching a monthly Principal Newsletter, introducing “Workshop with the Principal” sessions, and delivering presentations at both the Moonridge and Mid-Pen community centers.

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 monthly newsletter was sent out to families in both English and Spanish, 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.

We hosted a “Workshop with the Principal” specifically for our Spanish-speaking families, with over 20 parents in attendance. Building on that strong turnout, we plan to offer these workshops more regularly to give families a chance to learn about our behavior systems, grade-level standards, and the curriculum used at Hatch.

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
To strengthen school climate and safety, Hatch will focus on fostering a safe and positive learning environment, as measured by a 1% increase in overall student attendance during the 2025–2026 school year, maintaining a low suspension rate, and reducing behavior infractions. Staff will receive targeted training to help reduce office referrals, ensuring that at-risk students stay engaged in classroom instruction. Additionally, we aim to improve family perceptions of school climate and safety by increasing favorable responses on the 2024–2025 Panorama Family Survey by 5% in both the School Climate and School Safety categories.

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 the Tier 2 level and work toward the top level, Tier 3.	All	782 Title I 4000-4999: Books And Supplies PBIS posters

Annual Review

SPSA Year Reviewed: 2024-25

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 student population of 550, full implementation of PBIS presented some challenges. To address these, the administration partnered with District and County PBIS leads to make significant progress. This year, a Social-Emotional Committee was also established, bringing together teachers, district specialists trained in restorative practices and psychology, and representatives from Changing Perspectives. This team worked collaboratively to collect behavioral data and develop strategies to strengthen the school climate and support student well-being.

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 four site visits 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: 2024-25

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	$24,783.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$66,497.00
Total Federal Funds Provided to the School from the LEA for CSI	$41,714.00

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	$1,020.00

Subtotal of additional federal funds included for this school: $24,783.00

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	$41,714.00

Subtotal of state or local funds included for this school: $41,714.00

Total of federal, state, and/or local funds for this school: $66,497.00

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
Title I Part A: Parent Involvement	1020	0.00
Unrestricted	41714	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I	23,763.00
Title I Part A: Parent Involvement	1,020.00
Unrestricted	41,714.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	39,714.00
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	1,020.00
0000: Unrestricted	Unrestricted	39,714.00
1000-1999: Certificated Personnel Salaries	Unrestricted	2,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	43,079.00
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

3 Classroom Teachers

2 Other School Staff

5 Parent or Community Members

Name of Members	Role
Paige Richards	Principal
Brenda De Jesus	Classroom Teacher
Marlena Ramirez	Classroom Teacher
Misty Veloso	Classroom Teacher
Anthony Sprotti	Parent or Community Member
Aisha Barro	Parent or Community Member
Ilene Botham	Parent or Community Member
Lisa Shick	Other School Staff
Mayte Flores	Other School Staff
Nicole Picard	Parent or Community Member
Patrice Crisostomo	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 29, 2025.

Attested:

	Principal, Paige Richards on May 29, 2025
	SSC Chairperson, Anthony Sprotti on 5/29/2025

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: **2025-26**

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	41 68890 6043624	May 28, 2025	June 12, 2025

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

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

EL Granada's SPSA will focus on our site based goals as aligned with the LCAP. The plan will address ways to improve our schoolwide outcomes in the areas of Structured Literacy, Mathematics and English Language Development. The plan will also focus on improving student outcomes for Students with Disabilites, Socio-Economically Disadvantaged Students and English Learner Students. The plan will also address school climate, school attendance and positive behavior interventions. The plan will address the areas of identified need based on the CA Accountability Dashboard (Chronic Absenteeism, English Language Arts, Mathematics) and will address both state and local indicators.

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 School Plan for Student Achievement (SPSA) involves a constant process of inquiry, revision, and collaboration among educational partners district-wide. Some of our educational partner groups are the District English Learner Advisory Committee (DELAC) as well as our site's ELAC, our Parent Teacher Organization (PTO),our site 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.

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 showed significant improvement as measured by the CA Dashboard. In 2023 El Granada received state indicators of red or orage for the following categories:
Chronic Absenteeism-Orange (22.9% of students)
English Language Arts-Orange (36.7 points below standard)
ELPI- Red (36.8% of students making progress toward reclassification-a decline of 10.5%)

In 2024 El Granada did not receive a red or orange indicator in any of the performace categories.

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.

No student groups performed two or more levels below the "all student" performance.

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.

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	70	31.8%	23.9%	20.9%
Fluent English Proficient (FEP)	34	42	31	11.0%	13.2%	9.3%
Reclassified Fluent English Proficient (RFEP)	16	15	20	16.3%	19.7%	28.5%

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 with a significant jump in percentage for the 23-24 school year.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	50	51	52	43	49	52	43	49	52	86.0	96.1	100
Grade 4	57	49	48	56	47	48	56	47	48	98.2	95.9	100
Grade 5	46	52	48	45	51	47	45	51	47	97.8	98.1	97.9
All Grades	153	152	148	144	147	147	144	147	147	94.1	96.7	99.3

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2381.	2401.	2438.	18.60	22.45	36.54	6.98	22.45	21.15	30.23	10.20	21.15	44.19	44.90	21.15
Grade 4	2438.	2420.	2424.	23.21	12.77	20.83	21.43	21.28	12.50	10.71	12.77	16.67	44.64	53.19	50.00
Grade 5	2495.	2471.	2474.	20.00	11.76	14.89	22.22	31.37	25.53	31.11	19.61	21.28	26.67	37.25	38.30
All Grades	N/A	N/A	N/A	20.83	15.65	24.49	17.36	25.17	19.73	22.92	14.29	19.73	38.89	44.90	36.05

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.98	14.29	23.08	60.47	55.10	51.92	32.56	30.61	25.00
Grade 4	12.50	12.77	14.58	60.71	53.19	56.25	26.79	34.04	29.17
Grade 5	15.56	11.76	14.89	66.67	62.75	55.32	17.78	25.49	29.79
All Grades	11.81	12.93	17.69	62.50	57.14	54.42	25.69	29.93	27.89

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	11.63	14.29	21.15	41.86	44.90	51.92	46.51	40.82	26.92
Grade 4	17.86	4.26	12.50	41.07	42.55	39.58	41.07	53.19	47.92
Grade 5	26.67	5.88	12.77	51.11	64.71	48.94	22.22	29.41	38.30
All Grades	18.75	8.16	15.65	44.44	51.02	46.94	36.81	40.82	37.41

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.98	8.16	15.38	72.09	83.67	65.38	20.93	8.16	19.23
Grade 4	7.14	12.77	4.17	69.64	68.09	79.17	23.21	19.15	16.67
Grade 5	0.00	13.73	10.64	82.22	76.47	68.09	17.78	9.80	21.28
All Grades	4.86	11.56	10.20	74.31	76.19	70.75	20.83	12.24	19.05

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	16.28	10.20	21.15	48.84	63.27	61.54	34.88	26.53	17.31
Grade 4	16.07	10.64	16.67	62.50	65.96	56.25	21.43	23.40	27.08
Grade 5	22.22	19.61	17.02	64.44	56.86	57.45	13.33	23.53	25.53
All Grades	18.06	13.61	18.37	59.03	61.90	58.50	22.92	24.49	23.13

Conclusions based on this data:

1. Overall, students demonstrated a 6% increase in ELA performace between 22-23 and 23-24.

2. Although writing scores have improved. Writing continues to be an area of focus with 37.4% of students performing below grade level.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	50	51	52	44	50	52	44	50	52	88.0	98.0	100
Grade 4	57	49	48	56	48	48	56	48	48	98.2	98.0	100
Grade 5	46	52	48	46	51	47	46	51	47	100.0	98.1	97.9
All Grades	153	152	148	146	149	147	146	149	147	95.4	98.0	99.3

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2394.	2409.	2437.	15.91	14.00	19.23	20.45	22.00	30.77	18.18	34.00	21.15	45.45	30.00	28.85
Grade 4	2446.	2447.	2442.	10.71	12.50	12.50	25.00	31.25	12.50	25.00	20.83	41.67	39.29	35.42	33.33
Grade 5	2467.	2469.	2470.	13.04	9.80	12.77	10.87	17.65	17.02	30.43	27.45	21.28	45.65	45.10	48.94
All Grades	N/A	N/A	N/A	13.01	12.08	14.97	19.18	23.49	20.41	24.66	27.52	27.89	43.15	36.91	36.73

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	20.45	12.00	25.00	40.91	64.00	42.31	38.64	24.00	32.69
Grade 4	16.07	18.75	12.50	39.29	47.92	56.25	44.64	33.33	31.25
Grade 5	10.87	9.80	17.02	50.00	52.94	55.32	39.13	37.25	27.66
All Grades	15.75	13.42	18.37	43.15	55.03	51.02	41.10	31.54	30.61

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	20.45	18.00	32.69	56.82	56.00	50.00	22.73	26.00	17.31
Grade 4	14.29	12.50	14.58	51.79	62.50	58.33	33.93	25.00	27.08
Grade 5	10.87	11.76	10.64	58.70	56.86	61.70	30.43	31.37	27.66
All Grades	15.07	14.09	19.73	55.48	58.39	56.46	29.45	27.52	23.81

Conclusions based on this data:

1. Student overall achcievement remains relatively constant between 22-23 and 23-24 with 36.91% and 36.73% of students performing below grade level respectively.
2. Students continue to 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1434.1	1426.1	1409.3	1449.3	1440.7	1425.3	1398.2	1391.9	1371.9	12	14	15
1	1422.0	*	1405.8	1454.4	*	1440.5	1388.9	*	1370.4	12	10	11
2	1451.5	1428.7	*	1491.1	1454.5	*	1411.5	1402.5	*	12	11	9
3	1459.1	1462.2	1479.6	1474.0	1471.5	1487.7	1443.7	1452.5	1471.2	14	13	11
4	1521.3	1472.2	1496.4	1536.9	1468.6	1490.7	1505.1	1475.3	1501.4	20	14	11
5	1517.1	*	*	1526.9	*	*	1506.5	*	*	11	10	7
All Grades										81	72	64

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	16.67	7.14	20.00	25.00	35.71	26.67	58.33	57.14	20.00	0.00	0.00	33.33	12	14	15
1	0.00	*	9.09	41.67	*	9.09	8.33	*	36.36	50.00	*	45.45	12	*	11
2	0.00	0.00	*	50.00	18.18	*	33.33	36.36	*	16.67	45.45	*	12	11	*
3	7.14	7.69	18.18	28.57	46.15	18.18	35.71	15.38	18.18	28.57	30.77	45.45	14	13	11
4	30.00	7.14	18.18	40.00	42.86	45.45	20.00	28.57	0.00	10.00	21.43	36.36	20	14	11
5	36.36	*	*	36.36	*	*	9.09	*	*	18.18	*	*	11	*	*
All Grades	16.05	5.56	20.31	37.04	38.89	25.00	27.16	31.94	23.44	19.75	23.61	31.25	81	72	64

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	25.00	7.14	26.67	33.33	71.43	20.00	41.67	21.43	33.33	0.00	0.00	20.00	12	14	15
1	8.33	*	36.36	41.67	*	9.09	33.33	*	27.27	16.67	*	27.27	12	*	11
2	41.67	18.18	*	33.33	18.18	*	16.67	45.45	*	8.33	18.18	*	12	11	*
3	21.43	38.46	27.27	28.57	30.77	27.27	28.57	0.00	9.09	21.43	30.77	36.36	14	13	11
4	50.00	35.71	54.55	35.00	35.71	9.09	10.00	14.29	0.00	5.00	14.29	36.36	20	14	11
5	72.73	*	*	9.09	*	*	9.09	*	*	9.09	*	*	11	*	*
All Grades	37.04	22.22	39.06	30.86	45.83	21.88	22.22	18.06	17.19	9.88	13.89	21.88	81	72	64

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	8.33	7.14	13.33	25.00	14.29	20.00	33.33	42.86	33.33	33.33	35.71	33.33	12	14	15
1	0.00	*	9.09	0.00	*	0.00	41.67	*	18.18	58.33	*	72.73	12	*	11
2	0.00	0.00	*	0.00	18.18	*	66.67	27.27	*	33.33	54.55	*	12	11	*
3	0.00	0.00	18.18	14.29	15.38	9.09	42.86	46.15	18.18	42.86	38.46	54.55	14	13	11
4	10.00	0.00	9.09	20.00	28.57	36.36	40.00	42.86	18.18	30.00	28.57	36.36	20	14	11
5	9.09	*	*	36.36	*	*	27.27	*	*	27.27	*	*	11	*	*
All Grades	4.94	2.78	10.94	16.05	18.06	20.31	41.98	40.28	23.44	37.04	38.89	45.31	81	72	64

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	8.33	28.57	26.67	83.33	71.43	53.33	8.33	0.00	20.00	12	14	15
1	8.33	*	45.45	83.33	*	27.27	8.33	*	27.27	12	*	11
2	33.33	18.18	*	66.67	81.82	*	0.00	0.00	*	12	11	*
3	21.43	38.46	18.18	64.29	46.15	54.55	14.29	15.38	27.27	14	13	11
4	70.00	21.43	27.27	20.00	64.29	36.36	10.00	14.29	36.36	20	14	11
5	18.18	*	*	72.73	*	*	9.09	*	*	11	*	*
All Grades	30.86	31.94	26.56	60.49	61.11	53.13	8.64	6.94	20.31	81	72	64

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	25.00	0.00	26.67	75.00	100.00	33.33	0.00	0.00	40.00	12	14	15
1	25.00	*	18.18	58.33	*	54.55	16.67	*	27.27	12	*	11
2	33.33	0.00	*	58.33	81.82	*	8.33	18.18	*	12	11	*
3	50.00	30.77	36.36	21.43	38.46	27.27	28.57	30.77	36.36	14	13	11
4	45.00	35.71	63.64	50.00	35.71	0.00	5.00	28.57	36.36	20	14	11
5	81.82	*	*	9.09	*	*	9.09	*	*	11	*	*
All Grades	43.21	20.83	45.31	45.68	61.11	28.13	11.11	18.06	26.56	81	72	64

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	8.33	7.14	6.67	83.33	78.57	60.00	8.33	14.29	33.33	12	14	15
1	0.00	*	9.09	41.67	*	27.27	58.33	*	63.64	12	*	11
2	0.00	0.00	*	66.67	45.45	*	33.33	54.55	*	12	11	*
3	0.00	0.00	18.18	28.57	30.77	18.18	71.43	69.23	63.64	14	13	11
4	10.00	7.14	9.09	40.00	50.00	63.64	50.00	42.86	27.27	20	14	11
5	9.09	*	*	54.55	*	*	36.36	*	*	11	*	*
All Grades	4.94	5.56	12.50	50.62	50.00	42.19	44.44	44.44	45.31	81	72	64

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	16.67	14.29	26.67	33.33	35.71	26.67	50.00	50.00	46.67	12	14	15
1	0.00	*	0.00	41.67	*	36.36	58.33	*	63.64	12	*	11
2	0.00	0.00	*	66.67	45.45	*	33.33	54.55	*	12	11	*
3	0.00	30.77	0.00	85.71	46.15	45.45	14.29	23.08	54.55	14	13	11
4	20.00	14.29	27.27	75.00	64.29	36.36	5.00	21.43	36.36	20	14	11
5	36.36	*	*	45.45	*	*	18.18	*	*	11	*	*
All Grades	12.35	12.50	14.06	60.49	52.78	39.06	27.16	34.72	46.88	81	72	64

Conclusions based on this data:

1. In 2022-2023 5.56% of students scored a 4 overall for English Language Proficiency this number jumped to 20.31% in 2023-2024.

2. The assessment data from DTS shows 64 students tested, while our internal records indicate 76 students. This difference may reflect the exclusion of TK students and the transition of 5th grade students who have since promoted to middle school.

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
335	**38.2%**	**20.9%**	**0.0%**
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.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	70	20.9%
Foster Youth	0	0.0%
Homeless	0	0.0%
Socioeconomically Disadvantaged	128	38.2%
Students with Disabilities	57	17%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	0	0.0%
American Indian	0	0.0%
Asian	7	2.1%
Filipino	3	0.9%
Hispanic	171	51%
Two or More Races	17	5.1%
Pacific Islander	0	0.0%
White	137	40.9%

Conclusions based on this data:

1. Student sub groups are primarily English Learners with 20.9% (continuing to decrease over the past three years) and Socioeconomically Disadvantaged Students 38.2% (continuing to decrease over the past three years)

2. Enrollment by race also is primarily Hispanic (51%) and White (40.9%)

3. Students with Disabilities is at 17%. 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 2024 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

2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. El Granada Elementary has participated in ATIS support for Chronic Absenteeism. Significant improvements have been made. During the 22-23 school year El Granda was in the red performance indicator. EG moved to Orange for the 23-24 year and is now in the yellow showing continued improvement.
2. El Granada Elementary is showing significant progress in the English Learner Progress indicator moving from red for the 22-23 school year to green for the 23-24 school year.

3. El Granada Elementary improved in every performance indicator across the board for the 23-24 school year.

School and Student Performance Data

Academic Performance
English Language Arts

The 2024 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.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	2	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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Orange	 No Performance Color
17.5 points below standard	65.3 points below standard	0 Students
Increased 19.2 points	Maintained 1.4 points	
144 Students	43 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Yellow
0 Students	0 Students	52.6 points below standard
		Increased 18.9 points
		71 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
100.4 points below standard	0 Students	0 Students
Increased 6.2 points		
38 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
Less than 11 Students	0 Students	55.1 points below standard
2 Students		Increased 12.5 points
		81 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
Less than 11 Students	0 Students	28.9 points above standard
8 Students		Increased 10.2 points
		53 Students

Conclusions based on this data:

1. Socioeconomically disadvantaged students increased their performance by 18.9 points.
2. Students with disabilities moved from a Very Low to Low indicator for performance on the ELA assessment with an increase of 6.2 points in their performance.
3. All students showed an improvement in performance by 19.2 points for the 23-24 school year moving El Granada into a yellow overall performance indicator.

School and Student Performance Data

Academic Performance
Mathematics

The 2024 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.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	2	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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Orange	 No Performance Color
30.1 points below standard	82.5 points below standard	0 Students
Increased 10.3 points	Declined 6.8 points	
146 Students	45 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Yellow
0 Students	0 Students	67.9 points below standard
		Increased 4.5 points
		73 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
107.4 points below standard	0 Students	0 Students
Increased 11.6 points		
38 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
Less than 11 Students	0 Students	67.3 points below standard
2 Students		Increased 5.7 points
		83 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
Less than 11 Students	0 Students	14.8 points above standard
8 Students		Declined 6.0 points
		53 Students

Conclusions based on this data:

1. Current EL students showed a decline in performance by 6.8 points.
2. Another ATSI area of focus was Students with Disabilites and their performance in Math. This target group inclrease performance by 11.6 points.
3. Although still in the yellow marker, overall student performance increased by 10.3 points for the 23-24 school year.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
Green	No Performance Color
46.7% making progress.	making progress.
Number Students: 45 Students	Number Students: 0 Students

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.

2024 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**
15.6%	35.6%	0%	46.7%

Conclusions based on this data:

1. 46.7% of students have progressed at least one ELPI.
2. 15.6% of students decreased one ELPI level (a decrease from 19% in 22-23)
3. 20 students were reclassified as RFEP at the end of the 23-24 school year.

School and Student Performance Data

Academic Performance
College/Career Report

The 2024 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.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	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 2024 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.

2024 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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Yellow	 No Performance Color
16.4% Chronically Absent	19.5% Chronically Absent	0 Students
Declined 6.5	Declined 8.3	
348 Students	77 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Orange
0 Students	0 Students	21% Chronically Absent
		Declined 5.2
		143 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
21.9% Chronically Absent	0 Students	0 Students
Declined 9.6		
73 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	18.4% Chronically Absent
9 Students	3 Students	Declined 7.1
		179 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Yellow
10.5% Chronically Absent	0 Students	14.5% Chronically Absent
Declined 11.7		Declined 4.1
19 Students		138 Students

Conclusions based on this data:

1. Overall El Granada's chronic absenteeism has improved from 21-22 to 23-24 moving us from the red performance indicator to the yellow performance indicator.
2. Students with Disabilities declined by 9.6% in Chronic Absenteeism. This was an ATSI area of focuse for 23-24.
3. All subgroups declined in their Chronic Absenteeism from the 22-23 to 23-24 school year.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2024 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.

2024 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.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	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 2024 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.

2024 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	1	4

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

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Blue	 Blue	 No Performance Color
0.3% suspended at least one day	0% suspended at least one day	0 Students
Declined 0.6%	Maintained 0%	
353 Students	78 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Blue
0 Students	0 Students	0% suspended at least one day
		Declined 0.7%
		145 Students

Students with Disabilities	African American	American Indian
 Blue	 No Performance Color	 No Performance Color
0% suspended at least one day	0 Students	0 Students
Declined 2.7%		
73 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Blue
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	0% suspended at least one day
9 Students	3 Students	Declined 0.5%
		183 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
0% suspended at least one day	0 Students	0.7% suspended at least one day
Maintained 0%		Declined 1%
19 Students		139 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 SEL curriculum, and work closely with community resources in suspension prevention efforts. These efforts contribute to a low suspension rate.
2. Rates of suspension continue to be 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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

During the 2025-26 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 (using Literably), Dibels data, 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 literacy K-2	Baseline: In the fall of 2023, 64% of students were below or well below the DIBELS performance indicator. By the end of the year this percentage of students rated below or well below dropped to 59% (a 5% drop). In the fall of 2024 70% of students were below or well below. The end of year data is not yet compiled. It is important to note that grade 4 and 5 were administered the DIBELS performance screener for the first time during the 2024-2025 school year.	Increase by 2% the number of students approaching or below the grade level performance indicator to at or above the grade level performance indicator.
CAASPP ELA	Baseline (2023-2024): Below or far below grade level metric 55.78% overall (yellow performance indicator on CA Dashboard). Increase of 6% in	Increase by 4% the number of students approaching or below benchmark to at or above benchmark. Specific focus on moving the English Learner and Students with Disabilites

	overall ELA performance from 2022-2023	subgroups from orange to yellow performance indicators.
CAASPP MATH	Baseline (2023-2024): Below or far below grade level metric 64.62% overall (yellow performance indicator on CA Dashboard).	Increase by 3% the number of students approaching or below benchmark to at or above benchmark. Specific focus on moving the English Learner and Students with Disabilites subgroups from orange to yellow performance indicators.

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 subgroups of students 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 one group per session.	Students performing below benchmark in reading with special attention to students with disabilites and socioeconomically disadvantaged students in grades 2-4	3500 Title I 1000-1999: Certificated Personnel Salaries Hourly pay for staff member allocated to preparation and delivery of targeted small group intervention. (Pay at an hourly rate) 500 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 technology 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
1.3	Professional Development related to the instruction of Math and Math fluency as identified by the El Granada Leadership Team.	Students performing below benchmark in mathematics grades 2-5 with a special focus on EL students, low income students and students with disabilites.	3500 Unrestricted 5800: Professional/Consulting Services And Operating Expenditures Projected cost for providing professional development support 1000 Unrestricted 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2024-25

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 supports for students has demonstrated success in increasing academic achievement across all subgroups.

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

The SPSA goal for 24-25 identified four sessions of after school reading support. Only two sessions were able to be executed due to staffing struggles. Nevertheless, ELA CAASPP scores increased by 6% overall.

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 2025-2026 school year with the exception of adding professional development for math instruction as identified by the El Granada Leadership Team. The other strategies/activites have been modified as a result of analysis to focus more on direct services to 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 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 2026, we will continue to increase the number of students eligible to be reclassified as Fluent English Proficient by 15% 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, we continue to work to move students from the Emerging or Expanding stages (Levels 1-3 of the ELPAC assessment) of their English language development to the Bridging stage (Level 4) and reach Reclassification Status. Our goal is to provide students the English language skills necessary to arrive at the Bridging stage (Level 4) before they move on to middle/intermediate school.

Annual Measurable Outcomes

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 data	2022-2023 15% of students who took the ELPAC at El Granada achieved a 4 and reach relcassification status. In 2023-2024 this percentage jumped to 31% of students assessed by the ELPAC earning a 4 and reaching reclassification status.	Increase by 15% 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	English Learners	1500 Unrestricted 4000-4999: Books And Supplies Purchase of professional texts related to Reading, Writing and English Language Development (ELD) to

			expand techniques and strategies related to ELD.
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.	All students. Especially at promise students and English Learners	2500 Unrestricted 1000-1999: Certificated Personnel Salaries Previously used Ed Effectiveness funds- now moved to General Fund: Trainings, 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	2000 Unrestricted 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2024-25

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. The rate of students earning a 4 and reaching reclassification status jumped by 31% for the 23-24 school year. As a reslut, the goal was modified from a 3% RFEP increase to a 15% RFEP increase.

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 the intended implementation and budget expendituers for the 23-24 school year. None are expected for 24-25 either.

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 2025-2026 school year with the change that the percentage increase in reclassification rate will move from a 3% goal to a 15% goal

Goals, Strategies, & Proposed Expenditures

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

Goal 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. This continues to be an unmet goal and an area of focus.

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	In 24-25 two family engagement nights were offered for the first time since COVID-19. El Granada plans to continue to offer a minimum of one literacy based and one math based family learning event for the 25-26 school year.	Hold a minimum of 2 Family Learning Events.
Increase attendance and engagement in ELAC committee events and meetings	The average ELAC event (not including DLAC) attendance for 23-24 was 9 people. In 24-25 the average attendance decreased to 6.3	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	Facilitate 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	1500 Unrestricted 5900: Communications Increasing the frequency and formats with which we communicate with families to include monthly principal newsletters, regular website updates, multi-media communication through web-based video channels, social media and monthly family/school community Tea & Talks.
3.2	Increase attendance and engagement in participation for on campus activites especially with regards to the ELAC meetings and events.	English Learners	1500 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. 656 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Provide child care at ELAC meetings and other family engagement events to increase attendance.
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	1250 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) 1200 Title I 1000-1999: Certificated Personnel Salaries Certificated staff hourly rate to plan and run family engagement night activities. 3000 Unrestricted 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

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 attendance data from school engagement activities, family participation increased in the 2024-2025 school year however ELAC attendance decreased. Panorama Survey Data was not collected this year. Family attendance was high for family enagement (50 peope for literacy and 40 for math/science nights) and feedback has been overall positive in regards to family engagement.

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

Due to the high numbers of participants in family engagement, more staff were needed to support. This necessitated an increase in expenditures on staff salaries to support.

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 2025-2026 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
Maintain 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.

By maintaining a positive school climate where students feel safe and supported LCAP goals 1, 2 and 3 will be addressed.

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.

A review of behavioral data and school climate indicators shows an increase in students requiring additional support to navigate social-emotional challenges and demonstrate positive, prosocial behaviors. We have identified a growing need to proactively strengthen Tier I and Tier II supports focused on teaching, modeling, and reinforcing positive behavior expectations, as well as expanding Restorative Justice practices and Social Emotional Learning (SEL) strategies. Emphasis will be placed on creating predictable routines, supporting self-regulation, and fostering a safe, inclusive, and connected school community where all students can thrive socially and academically.

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	As of 5/14/2025 there have been 88 office referrals.	Decrease the number of office directed referrals by 10% indicating improved early interventions and proactive classroom management.
Increased Participation in Restorative Practices	Restorative Practices have been used as a behavior support tool regularly at El Granada. The data has not been tracked with fidelity. In 25-26 we will work to track the implementation of Restorative Practices with a goal to reduce repeat incidents byt 15%.	Decrease repeat Tier II conflict situations by 15%.
Increase SEL Lesson Delivery	SEL curriculum is implemented across the EG campus to varying degress. The goal is to increase SEL lesson delivery and monitory at least quarterly that lessones are implemented weekly.	10% reduction in minor behavior incidents (office referrals, classroom disruptions, peer conflicts).

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) professional development focused on Tier I and Tier II behaivor supports and interventions.	All Students, especially those considered At Promise	5000 Unrestricted 5800: Professional/Consulting Services And Operating Expenditures Collaborate with SMCOE to provide professional development related to PBIS and Tier I and Tier II behavior interventions and supports. 1632 Unrestricted 4000-4999: Books And Supplies
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. Dedicate time and energy to focus on fidentiy and implementation of SEL curriculum.	All Students	3000 Unrestricted 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 incidents.	500 Unrestricted 5000-5999: Services And Other Operating Expenditures Additional funds may be needed for data tracking of implementation and supporting use with fidelity.

Annual Review

SPSA Year Reviewed: 2024-25

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 Blue Zone for suspension rates for the 2024-2025 school year with 0.6% 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.

For the 2025-2026 school year, there was an identified area of need related to Professional Development related to behavior interventions and supports. As a result goal 4.1 was restructured to address this need. Funding was shifted from books and supplies for goal 1 to professional development.

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 2025-2026 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.

Decreasing Chronic Absenteeism will maximize student outcomes across multiple goals including the LCAP goals related to Academic Improvement, Whole Child and Focus on Equity.

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.

Continue to create positive interventions related to school attendance. In 2023-2024 El Granada participated in ATSI with an area of focus being Chronic Absenteeism. Student attendance has improved moving from 22.9% chronically absent in 22-23 to 16.4% in 23-24. We will continue to monitor overall attendance rates as well as chronic absenteeism rates for Socioeconomically Disadvantaged and Students with Disabilities sub groups who remain in the orange performance level as measured by the CA Dashboard.

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 Schoolwide chronic absenteeism rate was 22.9% as listed on the CA Dashboard for 2022-2023. This improved to 16.4% for 2023-2024	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 (District Level). Create incentives for positive school attendance.	All Students with a specific focus on students with disabilites and socioeconomically disadvantaged students.	700 Unrestricted 5000-5999: Services And Other Operating Expenditures Cost for purchasing and mailing postcards and certificates to families as well as purchasing positive reward incentives

			681 Title I 4000-4999: Books And Supplies
5.2	Clarify messaging about when to keep a student home for an illness and when to send a student to school (District Level). Review and educate families about what symptoms to look for to determine whether a student should attend school.	All Students	
5.3	Communicate with socioeconomically disadvantaged families and 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 and socioeconomically disadvantaged students.	800 Unrestricted 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: 2024-25

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 target subgroups in the 2023-3024 school year: EL students (8.3% decline-moved to yellow), Students with Disabilities (9.6% decline-moved to orange) and Socioeconomically Disadvantaged students (5.2% decline- moved to orange). Although Schoolwide chronic absenteeism rates improved, there is still a need to support improving chronic absenteeism.

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 2025-2026 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	$39,214.00
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	$11,926.00

Subtotal of additional federal funds included for this school: $11,926.00

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

State or Local Programs	Allocation ($)
LCFF - Supplemental	$656.00
Unrestricted	$26,632.00

Subtotal of state or local funds included for this school: $27,288.00

Total of federal, state, and/or local funds for this school: $39,214.00

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	11926	0.00
LCFF - Supplemental	656	0.00
Unrestricted	26632	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	656.00
Title I	11,926.00
Unrestricted	26,632.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	7,200.00
4000-4999: Books And Supplies	14,858.00
5000-5999: Services And Other Operating Expenditures	7,156.00
5800: Professional/Consulting Services And Operating Expenditures	8,500.00
5900: Communications	1,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	656.00
1000-1999: Certificated Personnel Salaries	Title I	4,700.00
4000-4999: Books And Supplies	Title I	5,726.00
5000-5999: Services And Other Operating Expenditures	Title I	1,500.00
1000-1999: Certificated Personnel Salaries	Unrestricted	2,500.00
4000-4999: Books And Supplies	Unrestricted	9,132.00

5000-5999: Services And Other Operating Expenditures	Unrestricted	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	Unrestricted	8,500.00
5900: Communications	Unrestricted	1,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	11,795.00
Goal 2	6,000.00
Goal 3	9,106.00
Goal 4	10,132.00
Goal 5	2,181.00

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
Angela Work	Classroom Teacher
Nicole Robinson	Classroom Teacher
Hilda Flores De Leon	Other School Staff
Stephanie Morales	Parent or Community Member
Maimoona Block	Parent or Community Member
Carrie Blanton	Parent or Community Member
Karen Decker	Parent or Community Member
Rich Stone	Parent or Community Member
David Ron	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 28, 2025.

Attested:

	Principal, Ms. Erin O'Connor-Brown on May 28, 2025
	SSC Chairperson, David Ron on May 28, 2025

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: **2025-26**

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	May 20, 2025	June 12, 2025

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 2025, our School Site Council (SSC) met to discuss our CAASPP data from the previous school year to determine potential areas of focus within our SPSA for the coming school year. English Language Arts was identified as the first priority for improvement based on CAASPP data. Suggestions include the following:

- Continue CAASPP test prep sessions for grades 3-5
- Continue using DIBELS data to identify which students need reading intervention
- A dedicated reading intervention teacher for students who need additional reading support
- Host an informational night for or provide a flyer to parents to give them a general sense of what to do if their students are struggling academically, developmentally, behaviorally, etc.

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 2024-2025 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 Dyslexia and instructional strategies founded in the Science of Reading.

Our school Leadership Team has decided on the following professional development topics for the 2025-2026 year: DIBELS, Newline Interactive Touch Display (new technology in our recently renovated classrooms), and Structured Collaboration.

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 Transitional Kindergarten and Kindergarten students within the first month of the 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 among our 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. As of the 2024-2025 school year, DIBELS assessment expanded to include our 4th and 5th grade students as well as our K-3 students.

All Farallone View students are given reading assessments to measure their reading skills. The assessment data is used by teachers to create flexible reading groups. 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 district 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 while adding additional training in dyslexia and the Science of Reading.

For the 2025-2026 school year, we will have three additional teachers joining our faculty to accommodate increasing enrollment at Farallone View. Teachers will receive proper training and participate in regularly scheduled orientation meetings with school administration.

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

Our environmental and outdoor education staff development during the 2024-2025 school year involved exploring strategies for hands-on learning with the assistance of presenters from the UCCE Master Gardeners of San Mateo/San Francisco Counties and Coastside Land Trust. We also focused on incorporating additional strategies aligned with the Science of Reading in order to support students with dyslexia and other reading challenges.

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 TK-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 to accommodate intervention classes.

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, as well as 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, teachers use 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 MTSS 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 MTSS 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 curriculum. In addition to utilizing this 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: 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 2024-2025 school year, we utilized funds from an Educator Effectiveness Grant to provide additional opportunities for quality professional development and training 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 declined from 2020-2024. 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. Student enrollment was at its lowest during the 2023-2024 school year. With the addition of a Transitional Kindergarten class as well as enrollment boundary changes for the 2024-2025 school year, Farallone View's enrollment surpassed that of the past three years with a total of 175 students. Projected student enrollment for the 2025-2026 school year is 213 students (as of May 2025). Recent renovations as well as our high student performance percentages may be factors in this positive enrollment trend.

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	8	5.9%	7.9%	5.1%
Fluent English Proficient (FEP)	8	8	6	4.7%	4.9%	3.8%
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 decent. 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 for our English Learners this 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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	36	25	30	34	25	30	34	25	30	94.4	100.0	100
Grade 4	29	33	23	28	32	23	28	32	23	96.6	97.0	100
Grade 5	32	29	30	31	28	30	31	28	30	96.9	96.6	100
All Grades	97	87	83	93	85	83	93	85	83	95.9	97.7	100

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2470.	2467.	2454.	50.00	48.00	26.67	17.65	28.00	30.00	23.53	4.00	30.00	8.82	20.00	13.33
Grade 4	2490.	2520.	2529.	28.57	53.13	56.52	35.71	21.88	13.04	21.43	12.50	17.39	14.29	12.50	13.04
Grade 5	2528.	2548.	2545.	22.58	35.71	43.33	35.48	39.29	23.33	29.03	14.29	16.67	12.90	10.71	16.67
All Grades	N/A	N/A	N/A	34.41	45.88	40.96	29.03	29.41	22.89	24.73	10.59	21.69	11.83	14.12	14.46

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	41.18	*	23.33	52.94	*	73.33	5.88	*	3.33
Grade 4	*	50.00	*	*	37.50	*	*	12.50	*
Grade 5	22.58	*	23.33	67.74	*	73.33	9.68	*	3.33
All Grades	31.18	42.35	27.71	61.29	50.59	68.67	7.53	7.06	3.61

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	17.65	*	20.00	67.65	*	66.67	14.71	*	13.33
Grade 4	*	25.00	*	*	59.38	*	*	15.63	*
Grade 5	16.13	*	16.67	64.52	*	70.00	19.35	*	13.33
All Grades	12.90	27.06	20.48	72.04	57.65	67.47	15.05	15.29	12.05

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	32.35	*	13.33	64.71	*	80.00	2.94	*	6.67
Grade 4	*	18.75	*	*	71.88	*	*	9.38	*
Grade 5	19.35	*	33.33	77.42	*	66.67	3.23	*	0.00
All Grades	20.43	21.18	22.89	75.27	70.59	72.29	4.30	8.24	4.82

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	23.53	*	26.67	64.71	*	70.00	11.76	*	3.33
Grade 4	*	37.50	*	*	50.00	*	*	12.50	*
Grade 5	32.26	*	50.00	58.06	*	40.00	9.68	*	10.00
All Grades	25.81	29.41	39.76	63.44	62.35	54.22	10.75	8.24	6.02

Conclusions based on this data:

1. 63.85% of our third-fifth grade students met or exceeded standard for the 2024 ELA CAASPP overall. This is a decrease of 11.44% compared to the 2023 ELA CAASPP. During the past two years, our district has begun shifting our literacy instruction to be centered in the Science of Reading. Hopefully our scores will increase once teachers become more comfortable with this new approach to teaching reading to our students.
2. The percentage of students who nearly met or did not meet standard overall as measured by the ELA CAASPP in 2024 was comparable to our percentage 36.56% in 2022. This shows that there is still work to be done to better support over a third of our CAASPP-eligible student population in the area of English Language arts.
3. Our 3rd - 5th grade students performed the best in the area of Reading (Demonstrating understanding of literary and non-fictional texts) on the 2024 ELA CAASPP assessment, with only 3.61% scoring below standard. One possible explanation could be attributed to the efforts of our Cabrillo Literacy Initiative last year. CUSD teachers collaborated with one another to establish and refine our English Language Arts instructional block using Benchmark, Heggerty, and Fundations curriculum to develop students' literacy skills.

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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	36	25	30	34	25	30	34	25	30	94.4	100.0	100
Grade 4	29	33	23	28	32	23	28	31	23	96.6	97.0	100
Grade 5	32	29	30	32	29	30	32	29	30	100.0	100.0	100
All Grades	97	87	83	94	86	83	94	85	83	96.9	98.9	100

* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2473.	2468.	2463.	35.29	36.00	33.33	47.06	32.00	30.00	8.82	20.00	23.33	8.82	12.00	13.33
Grade 4	2488.	2522.	2536.	17.86	32.26	43.48	32.14	41.94	39.13	35.71	22.58	8.70	14.29	3.23	8.70
Grade 5	2531.	2541.	2545.	25.00	31.03	36.67	28.13	27.59	23.33	31.25	24.14	30.00	15.63	17.24	10.00
All Grades	N/A	N/A	N/A	26.60	32.94	37.35	36.17	34.12	30.12	24.47	22.35	21.69	12.77	10.59	10.84

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	47.06	*	46.67	44.12	*	40.00	8.82	*	13.33
Grade 4	*	35.48	*	*	61.29	*	*	3.23	*
Grade 5	18.75	*	23.33	62.50	*	70.00	18.75	*	6.67
All Grades	29.79	32.94	33.73	55.32	57.65	54.22	14.89	9.41	12.05

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	35.29	*	30.00	61.76	*	53.33	2.94	*	16.67
Grade 4	*	25.81	*	*	64.52	*	*	9.68	*
Grade 5	12.50	*	33.33	75.00	*	56.67	12.50	*	10.00
All Grades	21.28	23.53	36.14	65.96	70.59	53.01	12.77	5.88	10.84

Conclusions based on this data:

1. Overall, students are performing slightly better in Math compared to English Language Arts as measured by 2024 CAASPP assessment data. This is the opposite scenario from 2023, suggesting that additional supports are needed in English Language Arts.
2. 67.47% met or exceeded standard in 2024. This is a very slight increase from the 2023 Math CAASPP. There were no significant changes to our Math instruction over the past two years.
3. 3rd - 5th grade students performed slightly better in the area of Communicating Reasoning compared to that of Problem Solving & Modeling/Data Analysis in 2024. The introduction of the Reflex Online program to our 2nd - 5th grade classrooms during the 2024-2025 school year will hopefully increase students' Math fact fluency and build a stronger foundation for future problem-solving.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										11	9	7

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*		*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	27.27	*	*	36.36	*	*	27.27	*	*	9.09	*	*	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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*		*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	63.64	*	*	27.27	*	*	0.00	*	*	9.09	*	*	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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*		*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	9.09	*	*	27.27	*	*	54.55	*	*	9.09	*	*	11	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	36.36	*	*	54.55	*	*	9.09	*	*	11	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	72.73	*	*	18.18	*	*	9.09	*	*	11	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	9.09	*	*	54.55	*	*	36.36	*	*	11	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	9.09	*	*	81.82	*	*	9.09	*	*	11	*	*

Conclusions based on this data:

1. 2024 Summative ELPAC data is not displayed due to the small number of English Learners on campus that year.
2. 2024 Summative ELPAC data is not displayed due to the small number of English Learners on campus that year.
3. 2024 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 2024 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.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
156	**10.9%**	**5.1%**	**0.0%**
Total Number of Students enrolled in Farallone View Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	8	5.1%
Foster Youth	0	0.0%
Homeless	0	0.0%
Socioeconomically Disadvantaged	17	10.9%
Students with Disabilities	13	8.3%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	0	0.0%
American Indian	0	0.0%
Asian	1	0.6%
Filipino	0	0.0%
Hispanic	24	15.4%
Two or More Races	18	11.5%
Pacific Islander	0	0.0%
White	113	72.4%

Conclusions based on this data:

1. Our student population in 2024-2025 was comprised of three major ethnic groups: White (72.4%), Hispanic (15.4%), and students of two or more races (11.5%).

2. We have a low percentage of students with disabilities (8.3%), English Learners (5.1%), and students who are considered socioeconomically disadvantaged (10.9%). 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 2024 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

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	**Chronic Absenteeism**  Yellow	**Suspension Rate**  Orange
Mathematics  Green		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. Based on the 2024 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 continue to be in the higher ranges. 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. Our chronic absenteeism went from red in 2023 to yellow in 2024. This may be due to retention of highly qualified and experienced staff in addition to positive school climate and numerous enrichment opportunities at our school.

School and Student Performance Data

Academic Performance
English Language Arts

The 2024 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.

2024 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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Green	 No Performance Color	 No Performance Color
41.6 points above standard	Less than 11 Students	0 Students
Maintained 2.2 points	5 Students	
82 Students		
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	0 Students	26.7 points above standard
		Declined 10.3 points
		13 Students

Students with Disabilities	African American	American Indian
No Performance Color Less than 11 Students 6 Students	No Performance Color 0 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 30.1 points above standard Increased 11.3 points 11 Students

Two or More Races	Pacific Islander	White
No Performance Color Less than 11 Students 8 Students	No Performance Color 0 Students	Green 38.3 points above standard Declined 5.0 points 63 Students

Conclusions based on this data:

1. Our socioeconomically disadvantaged students' performance on the 2024 ELA CAASPP assessment declined. This decline is consistent with that of our white students' performance as well, suggesting that additional supports are needed not only for this specific group of at-promise students, but for the majority of our student population as well.
2. Our Hispanic students' performance on the 2024 ELA Math CAASPP assessment improved. Hopefully this points to improved systems of support for this particular subgroup of students.

School and Student Performance Data

Academic Performance
Mathematics

The 2024 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.

2024 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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Green	 No Performance Color	 No Performance Color
30.1 points above standard	Less than 11 Students	0 Students
Increased 5.6 points	6 Students	
83 Students		
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	0 Students	1.5 points above standard
		Declined 15.3 points
		13 Students

Students with Disabilities	African American	American Indian
 No Performance Color Less than 11 Students 6 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color Less than 11 Students 1 Student	 No Performance Color 0 Students	 No Performance Color 8.0 points below standard Declined 16.1 points 11 Students

Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students 8 Students	 No Performance Color 0 Students	 Green 34.1 points above standard Increased 12.1 points 63 Students

Conclusions based on this data:

1. Our student performance on the 2024 Math CAASPP assessment declined among the following subgroups: socioeconomically disadvantaged students and/or Hispanic students, suggesting that additional supports are needed for these particular subgroups of students.
2. There as a slight increase in overall student performance on the 2024 Math CAASPP assessment. There were no major changes to our Math instructional blocks over the past two years.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
No Performance Color	No Performance Color
making progress.	making progress.
Number Students: 4 Students	Number Students: 0 Students

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.

2024 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 2024 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.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	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 2024 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.

2024 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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 No Performance Color	 No Performance Color
11.5% Chronically Absent	Fewer than 11 students - data not displayed for privacy	0 Students
Declined 6.8	8 Students	
156 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	0 Students	16.7% Chronically Absent
		Declined 4
		18 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
7.1% Chronically Absent	0 Students	0 Students
Declined 9.5		
14 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - data not displayed for privacy	0 Students	25% Chronically Absent
1 Student		Increased 5
		24 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
11.1% Chronically Absent	0 Students	8.8% Chronically Absent
Declined 3.2		Declined 9.8
18 Students		113 Students

Conclusions based on this data:

1. Our overall percentage of chronic absenteeism for the 2023-2024 school year decreased from 18.3% to 11.5%. This is consistent with a statewide decrease in chronic absenteeism last year.
2. The rate of chronically absent students decreased for two of the three major ethnic demographics at Farallone View last year. This suggests that there is much work to be done to keep our Hispanic students engaged in school.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2024 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.

2024 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.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	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 2024 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.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	0	0	0

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

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 No Performance Color	 No Performance Color
1.3% suspended at least one day	Fewer than 11 students - data not displayed for privacy	0 Students
Increased 1.3%	8 Students	
156 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	0 Students	0% suspended at least one day
		Maintained 0%
		18 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
7.1% suspended at least one day	0 Students	0 Students
Increased 7.1%		
14 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - data not displayed for privacy	0 Students	0% suspended at least one day
1 Student		Maintained 0%
		24 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Orange
0% suspended at least one day	0 Students	1.8% suspended at least one day
Maintained 0%		Increased 1.8%
18 Students		113 Students

Conclusions based on this data:

1. Our suspension rate remained quite low at 1.3% in 2023-2024 compared to 0% in 2022-2023. This may be attributed to our school's continued focus on social-emotional (SEL) supports for students. 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.
2. The suspension data shown above suggests that additional SEL supports are needed for our students with disabilities specifically.

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 1: (ACADEMIC IMPROVEMENT) 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.

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.

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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
DIBELS 8th Edition assessments	Baseline: With the district-wide expansion of the DIBELS 8th Edition assessment to include grades 4-5 during the 2024-2025 school year, a baseline was recorded in Fall 2024. Percentages of students at or above beginning-of-year grade level benchmark as measured by DIBELS Assessment: Kindergarten: 38% First Grade: 44% Second Grade: 56% Third Grade: 65% Fourth Grade: 74% Fifth Grade: 90% Actual End-of-Year Outcome: Percentages of students at or above end-of-year grade level	5% increase at each grade level (from the beginning-of-year baseline) by June 2026

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	benchmark as measured by DIBELS 8th Edition assessment May 2025 Kindergarten: 43% First Grade: 56% Second Grade: 72% Third Grade: 76% Fourth Grade: 87% Fifth Grade: 91%	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

School staff will host Family Engagement Nights in an effort to provide tools/strategies to parents that focus on structured literacy, reading, and/or Math at home.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
220	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Hourly rate for 2 certificated staff members to lead 3 Family Engagement Nights
170	LCFF - Supplemental 4000-4999: Books And Supplies Books and supplies needed for 3 Family Engagement Nights

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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: 2024-25

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 2024-2025 school year, teachers assessed students' reading abilities at least once per academic trimester. Based on student reading assessment data as well as DIBELS 8th Edition assessment data, teachers implemented additional strategies to meet students' identified learning needs as well as determined if additional supports were needed such as small group instruction, enrichment clubs, etc. Students continued to work through the Lexia online literacy program both at school and at home. Farallone View hosted five Family Engagement Nights this year (Math, literacy, environmental/outdoor education, and yoga/mindfulness), as well.

With the district-wide expansion of the DIBELS 8th Edition assessment to include 4th and 5th grades in 2024-2025, a baseline for all of these grades was recorded in Fall 2024. Progress measured by increases in the percentages of students performing at or above benchmark by the end of the year as measured by the DIBELS Assessment are listed below:

Kindergarten: +5%

First Grade: +12%
Second Grade: +16%
Third Grade: +11%
Fourth Grade: +13%
Fifth Grade: +0%

This assessment data emphasizes the fact that we met our expected outcome in every grade assessed with the exception of fifth grade who maintained the same percentage from beginning of year to end. This suggests that the strategies implemented under this goal were successful.

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 2024-2025 SPSA were implemented during that school year. No funding for staffing was needed for the family engagement nights as the principal collaborated with PTO and community partners 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. Fall DIBELS 8th assessment data will be our K-5 baseline moving forward.

The total amount of funds needed for family engagement night supplies will be reduced for the coming school year to reflect actual expenditures during the previous school year.

The Math component to Goal 1 of the 2024-2025 SPSA will be treated as a separate goal in the 2025-2026 SPSA for increased clarity and better tracking of student progress in Math specifically.

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 2026, 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) will increase 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 2026 Summative 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)

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	Unrestricted 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 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 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	Unrestricted 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.

Annual Review

SPSA Year Reviewed: 2024-25

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.

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.

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.

The annual expected outcome was adjusted for the 2025-2026 SPSA to a more realistic reclassification rate given our low number of English Learners.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student and Parent Engagement (Academic and Social-Emotional)

LEA/LCAP Goal

LCAP GOAL 3 (WHOLE CHILD): The metrics and actions within this goal will be implemented to ensure that progress is 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.

Goal 3

By June 2026, Farallone View Elementary School will increase our participation rates in school events such as family engagement nights and parent-teacher conferences.

Identified Need

Student attendance at Farallone View's family engagement nights during the 2024-2025 school year ranged from 4.02% - 12.07%, suggesting that additional measures need to be taken to engage families in these learning events. Also, if we do not have 100% parent-teacher conference participation, this suggests that some parents may not be fully engaged in their children's academics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at school-sponsored family engagement nights	BASELINE: Average of 10.07% student attendance at family engagement nights during the 2023-2024 school year ACTUAL OUTCOME: Average of 6.68% student attendance at family engagement nights during the 2024-2025 school year	11% average attendance rate at family engagement nights
Attendance at parent-teacher conferences	BASELINE: 97.4% attendance at Spring Conferences 2024 ACTUAL OUTCOME: 96.6% attendance at Spring Conferences 2025	98% attendance at parent-teacher conferences

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: 2024-25

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

ANALYSIS

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

Our Spring conference attendance rate decreased ever so slightly from 97.4% attendance in 2024 to 96.6% in 2025. We will continue to aim for 100% participation as these conferences are crucial to communicating student progress on beginning-of-year goals.

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.

The Panorama Survey was discontinued during the 2024-2025 school year and will not be used as a metric for student and family engagement in the coming school year. The new goal will be centered on family participation in school events such as family engagement nights and Spring conferences.

The annual measurable outcomes were adjusted to surpass the baselines from the previous school year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

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 Multi-Tiered Systems of Supports (MTSS) Team.

Identified Need

As of May 2025, 5.7% of our student population had been referred to and/or monitored by the MTSS/COST team during the 2024-2025 school year. With projected enrollment increasing for the 2025-2026 school year, there may be additional 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
MTSS/COST meeting data	BASELINE: 8.3% of student population referred to and/or monitored by our MTSS/COST team during the 2023-2024 school year ACTUAL OUTCOME: 5.7% of student population referred to and/or monitored by our MTSS/COST team during the 2024-2025 school year	5% (or less) of student population referred to and/or monitored by our MTSS/COST team during the 2025-2026 school year
Chronic absenteeism data	BASELINE: 18.3% of students were chronically absent during the 2022-2023 school year ACTUAL OUTCOME: 11.5% of students were chronically absent during the 2023-2024 school year	9% (or less) of students identified as chronically absent during the 2024-2025 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 Multi-Tiered Systems of Supports (MTSS) Team 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 campus 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	Unrestricted 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 campus supervisors' regular work hours throughout the school year.
900	Unrestricted 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)

At-promise students

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: 2024-25

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 almost all of the strategies outlined above and were almost able to achieve the expected outcome for this particular goal. 8.4% of our student population was identified as needing additional Tier 1, 2, and/or 3 supports during MTSS/COST team meetings within the 2023-2024 school year while only 5.7% was identified during the 2024-2025 school year. We have seen this percentage continue to decrease over the past two years due in large part to our continued work within our Multi-Tiered Systems of Support (MTSS). We will continue to work with our MTSS Team 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.

We had leftover playground equipment at the start of the 2024-2025 school year, therefore there was no need to purchase any for this school year. We will continue to budget this amount for playground equipment as our enrollment is increasing for the 2025-2026 school year.

Due to scheduling issues, no campus supervisor trainings were held prior to the start of the 2024-2025 school year; however, other trainings took place during the campus supervisors' regular work hours throughout the school year.

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

What was formerly known as our Coordination of Services Team (COST) has been renamed the Multi-Tiered Systems of Supports (MTSS) Team during the 2024-2025 school year. This updated language and corresponding acronym can be found in various sections of Goal 4 from metrics to strategies, etc.

Chronic absenteeism data has been added as a metric for the 2025-2026 SPSA as an additional measure of efficacy for strategies listed under this specific goal.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

LCAP Goal 1: (ACADEMIC IMPROVEMENT) 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.

Goal 5

By June 2065, 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 CAASPP data from the past few years, since our students were not performing as well in Math compared to English Language Arts, there was an identified need for additional supports in Math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Summative Math CAASPP data	Baseline: 67% of 3rd - 5th graders met or exceeded standard on the summative Math CAASPP in 2023 Actual: 67.47% of 3rd - 5th graders met or exceeded standard on the summative Math CAASPP in 2024	2% 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)

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.

Strategy/Activity

School staff will host Family Engagement Nights in an effort to provide tools/strategies to parents that focus on structured literacy, reading, and/or Math at home

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

Amount(s)	Source(s)
3295	Unrestricted 0001-0999: Unrestricted: Locally Defined One-year site license for Reflex Math online program.
4000	Unrestricted 4000-4999: Books And Supplies Books and Supplies
2,723.96	Unrestricted 5000-5999: Services And Other Operating Expenditures Operating Costs

Annual Review

SPSA Year Reviewed: 2024-25

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

ANALYSIS

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

This particular goal was included in the academic achievement Goal 1 in the 2024-2025 SPSA. We purchased a site license for the Reflex Online math program for the 2024-2025 school year. Overall effectiveness of that specific strategy may be determined once Spring 2025 Math CAASPP scores are released.

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

Since we renewed our 2025-2026 site license for the Reflex Online math program early, the cost for a site license renewal was only $2,965.50 instead of $3,295. We will continue to budget the original amount in case a discount is no longer offered.

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 2025-2026 school year, we are adjusting the expected outcome from a 5% increase of students who meet or exceed standard on the summative Math CAASPP to a more realistic 2% increase by 2026 since we saw a only slight increase of 0.47% last year.

Also, we are adding additional funds to this particular goal in order to account for operational costs and supplies that are purchased over the course of each 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	$0
Total Federal Funds Provided to the School from the LEA for CSI	$15,558
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$15,948.00

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	$390.00
Unrestricted	$15,558.00

Subtotal of state or local funds included for this school: $15,948.00

Total of federal, state, and/or local funds for this school: $15,948.00

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
Unrestricted	15558	0.00
LCFF - Supplemental	390	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	390.00
Unrestricted	15,558.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	3,295.00
1000-1999: Certificated Personnel Salaries	1,004.40
2000-2999: Classified Personnel Salaries	3,854.64
4000-4999: Books And Supplies	5,070.00
5000-5999: Services And Other Operating Expenditures	2,723.96

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	220.00
4000-4999: Books And Supplies	LCFF - Supplemental	170.00
0001-0999: Unrestricted: Locally Defined	Unrestricted	3,295.00
1000-1999: Certificated Personnel Salaries	Unrestricted	784.40
2000-2999: Classified Personnel Salaries	Unrestricted	3,854.64

4000-4999: Books And Supplies	Unrestricted	4,900.00
5000-5999: Services And Other Operating Expenditures	Unrestricted	2,723.96

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	390.00
Goal 2	4,484.40
Goal 4	1,054.64
Goal 5	10,018.96

School Site Council Membership

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

1 School Principal

1 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

Name of Members	Role
Amy McVicker	Principal
Debra McGibbon	Classroom Teacher
Lucy Navarro	Other School Staff
Laura Jackson	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:

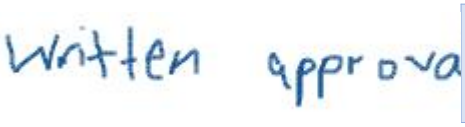
Signature	Committee or Advisory Group Name

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 May 20, 2025
	SSC Chairperson, Sara Neale on May 20, 2025

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: **2025-26**

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	41 68890 6043657	May 16, 2025	June 12, 2025

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 2025
If you are feeling uncomfortable with a classmate or someone else, do you know who to talk to? Name 3 people. 100% - yes
What do you like about being in our class? Various answers.
Are you comfortable expressing your opinions in class? (ie, likes, dislikes, interests…) Give an example. 89% yes - 2% sometimes - 9% no
Do you feel the rules of the classroom are clearly explained? 100% - yes
How do you feel about the classroom rules? 95% - good and 5% - ok
Do you feel the rules of the playground are clearly explained? 98% - yes - 2% - no
How do you feel about the playground rules? 85% - good, 15% - ok
Do you feel welcome in joining other kids' games? Give an example.
94% - yes and 6% - 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, Field Day, Back to School Night, the Hip Hop Performance and Latin Dance Performance.

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 DIBELS Assessments three times a year (1st-5th via Literably too). 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. DIBELS Assessments are given in September, January and May to measure reading accuracy, comprehension, fluency. 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 staff development for the 2024--2025 school year focused on 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. 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 TK-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 TK-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.

TK - 180 minutes per school day.

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 funds a full-time 1/2 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 2024/2025, categorically-funded services will include professional development to support Visual arts and Performing Arts (VAPA).

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 two parents who comprise 3% 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. Over the past 3 years there has been a decline in enrollment with a decrease from the 2022-23 to the 2023-2024 school year of approximately 20% or 11 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)	3	2	1	5.2%	3.8%	2.4%
Fluent English Proficient (FEP)	3	2	0	5.2%	3.8%	0.0%
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. English Language Learners make up 4.8% of enrollment.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	12	4	4	12	*	4	12	*	4	100.0		100
Grade 4	12	9	*	12	9	*	12	9	*	100.0	100.0	
Grade 5	12	10	9	10	10	9	10	10	9	83.3	100.0	100
All Grades	36	23	16	34	21	15	34	21	15	94.4	91.3	93.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
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	53.33	32.35	42.86	40.00	5.88	19.05	6.67	14.71	0.00	0.00

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	12	4	4	12	*	4	12	*	4	100.0		100
Grade 4	12	9	*	12	9	*	12	9	*	100.0	100.0	
Grade 5	12	10	9	11	10	9	11	10	9	91.7	100.0	100
All Grades	36	23	16	35	21	15	35	21	15	97.2	91.3	93.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
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	40.00	14.29	14.29	40.00	37.14	33.33	20.00	8.57	0.00	0.00

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
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 2024 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.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
42	**23.8%**	**2.4%**	**0.0%**
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.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	1	2.4%
Foster Youth	0	0.0%
Homeless	0	0.0%
Socioeconomically Disadvantaged	10	23.8%
Students with Disabilities	5	11.9%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	2.4%
American Indian	0	0.0%
Asian	0	0.0%
Filipino	1	2.4%
Hispanic	8	19%
Two or More Races	1	2.4%
Pacific Islander	0	0.0%
White	31	73.8%

Conclusions based on this data:

1. In 2022-2023, Kings Mountain administered ELPAC assessments.

School and Student Performance Data

Overall Performance

The 2024 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

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts No Performance Color	**Chronic Absenteeism** Yellow	**Suspension Rate** Blue
Mathematics No Performance Color		
English Learner Progress No Performance Color		

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 2024 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.

2024 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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
		
No Performance Color	No Performance Color	No Performance Color
56.8 points above standard	0 Students	0 Students
Maintained 1.5 points		
16 Students		
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
		
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	Less than 11 Students
		2 Students

Students with Disabilities	African American	American Indian
 No Performance Color Less than 11 Students 4 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students 3 Students

Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students 1 Student	 No Performance Color 0 Students	 No Performance Color 78.5 points above standard Increased 5.7 points 12 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 2024 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.

2024 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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 No Performance Color	 No Performance Color	 No Performance Color
25.5 points above standard	0 Students	0 Students
Declined 9.5 points		
16 Students		
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	0 Students	Less than 11 Students
		2 Students

Students with Disabilities	African American	American Indian
 No Performance Color Less than 11 Students 4 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students 3 Students

Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students 1 Student	 No Performance Color 0 Students	 No Performance Color 46.5 points above standard Declined 15.1 points 12 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 2024 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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
No Performance Color	No Performance Color
making progress.	making progress.
Number Students: 0 Students	Number Students: 0 Students

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.

2024 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 2024 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.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	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 2024 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.

2024 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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow 13.6% Chronically Absent Declined 19.7 44 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	 No Performance Color 0 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 16.7% Chronically Absent 0 12 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	 No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students

Two or More Races	Pacific Islander	White
 No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	 No Performance Color 0 Students	 Yellow 12.1% Chronically Absent Declined 19.5 33 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 2024 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.

2024 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.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	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 2024 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.

2024 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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Blue	 No Performance Color	 No Performance Color
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	0 Students
Maintained 0%	1 Student	
44 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	0 Students	0% suspended at least one day
		12 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	 No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students

Two or More Races	Pacific Islander	White
 No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	 No Performance Color 0 Students	 Blue 0% suspended at least one day Maintained 0% 33 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 or be at benchmark or above in English Language Arts as measured by DIBELS (K-5) 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 End of Year-year Assessment data indicates 75% meet or exceeded benchmark and 25% 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.	93.3% of students' scores on the 2024 CAASPP ELA Overall Achievement Met or Exceeded Standard. 6.67% of students' scores on the 2024 CAASPP ELA Overall Achievement Nearly Met Standard.	Maintain the number of students Meeting Standard in the 90th percentile.

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 Individual Education Plans (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)

Annual Review

SPSA Year Reviewed: 2024-25

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-5), 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. 66% 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 3-5-2023-2024 State (CAASPP)	93.3% of students met benchmark in ELA on 2022-23 CAASPP	Maintain the 90th percentile that meet or exceed benchmark in ELA on CAASPP
Grades 3-5-2023-2024 State (CAASPP)	80% of students met or exceeded Spring 2023-24 Math CAASPP Assessments	Maintain 80th percentile that meet or exceed benchmark as measured by CAASPP
K-5 DIBELS and Literably for 1st - 5th grade	End of Year - K-5 - 75% met or exceeded and 25% below or far below.	An increase to 80% 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)

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: 2024-25

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 2023-24 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 2024-25 Open House/ Class Performances.	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	85% families involved in Cookie Bake/Art Fair weekend	90% families involved.
Family engagement Literacy Summer Kit	100% students received	Will survey for 75% participation and feedback.
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)
96	LCFF - Supplemental 4000-4999: Books And Supplies Parent meeting supplies including but not limited to snacks.
1000	Unrestricted 5000-5999: Services And Other Operating Expenditures Child care services
3042	Unrestricted 4000-4999: Books And Supplies

	Parent meeting supplies including but not limited to snacks.

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: 2024-25

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, and Hip Hop and Latin Dance Performances.

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

Summer Literacy Engagement kits were sent for all students and families.

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

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 2025 If you are feeling uncomfortable with a classmate or someone else, do you know who to talk to? Name 3 people. 100% - yes What do you like about being in our class? Various answers. Are you comfortable expressing your opinions in class? (ie, likes, dislikes, interests…) Give an example. 89% yes - 2% sometimes - 9% no Do you feel the rules of the classroom are clearly explained? 100% - yes How do you feel about the classroom rules? 95% - good and 5% - ok Do you feel the rules of the playground are clearly	Maintain skills and strategies to address behaviors at the 90th percentile in all categories.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	explained? 98% - yes - 2% - no How do you feel about the playground rules? 85% - good, 15% - ok Do you feel welcome in joining other kids' games? Give an example. 94% - yes and 6% - 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)

Annual Review

SPSA Year Reviewed: 2024-25

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.

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	$0
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$4,138.00

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	$96.00
Unrestricted	$4,042.00

Subtotal of state or local funds included for this school: $4,138.00

Total of federal, state, and/or local funds for this school: $4,138.00

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
LCFF - Supplemental	96	0.00
Unrestricted	4042	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	96.00
Unrestricted	4,042.00

Expenditures by Budget Reference

Budget Reference	Amount
4000-4999: Books And Supplies	3,138.00
5000-5999: Services And Other Operating Expenditures	1,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	LCFF - Supplemental	96.00
4000-4999: Books And Supplies	Unrestricted	3,042.00
5000-5999: Services And Other Operating Expenditures	Unrestricted	1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 3	4,138.00

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 16, 2025.

Attested:

	Principal, Debbie Silveria/Site Coordinator on 5/16/25
	SSC Chairperson, Krystal Grady on 5/16/25

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: **2025-26**

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	41 68890 6043665	May 29, 2025	June 12, 2025

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 2025-2026 are:

Goal 1: Increase ELA and Math scores for all students. In particular, 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-Economically 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 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 3: 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 4: 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
Goal 9, Family Engagement and Support: Provide culturally competent resources to students and 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 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 PowerSchool and California School Dashboard information.

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 CAASPP Interim 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 2025-26 school year, Cunha teachers are appropriately assigned and credentialed.

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

Cunha 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 2025-26 focuses on PBIS, school climate, and CAASPP Scores. 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 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, 2025.

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 24-25 school year to the 25-26 school year our enrollment will decrease by 7%.
2. Our largest subgroup by ethnicity continues to be our Hispanic/Latino subgroup, at about 50.1%
3. If enrollment continues to decline our programs will be affected. For the 25-26 school year we have decreased of 2.0 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	75	19.5%	15.4%	13.8%
Fluent English Proficient (FEP)	154	180	184	24.0%	30.8%	33.9%
Reclassified Fluent English Proficient (RFEP)	29	41		23%	45.5%	

Conclusions based on this data:

1. Reclassification percentage from 2020-21 to 2024-25

   2020-21: 10.3%
   2021-22: 23.0%
   2022-23: 45.5%
   2023-24: 23.05%
   24-25: 28.5%

   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%. 2024-25 implemented new ELPAC guidelines and students were required to receive a 4 to be reclassified. 28.5% were reclassified under the new guidelines.

2. This year at Cunha, almost every student made gains regardless of reclassification status. Every 7th grade student went up one level.

3. The majority of students improved ELPAC scores whether they were reclassified or 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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	193	192	160	187	190	158	187	190	158	96.9	99.0	98.8
Grade 7	203	180	188	190	178	185	190	178	185	93.6	98.9	98.4
Grade 8	238	200	195	219	197	184	219	197	184	92.0	98.5	94.4
All Grades	634	572	543	596	565	527	596	565	527	94.0	98.8	97.1

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2500.	2490.	2506.	11.76	11.05	13.29	27.27	21.05	24.68	26.74	32.11	31.01	34.22	35.79	31.01
Grade 7	2540.	2507.	2527.	12.63	11.80	16.22	33.68	28.65	24.86	30.53	16.85	25.95	23.16	42.70	32.97
Grade 8	2529.	2541.	2535.	11.42	7.61	8.15	29.22	34.01	33.15	24.66	32.49	26.09	34.70	25.89	32.61
All Grades	N/A	N/A	N/A	11.91	10.09	12.52	30.03	27.96	27.70	27.18	27.43	27.51	30.87	34.51	32.26

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	17.65	12.63	20.25	52.41	50.53	50.00	29.95	36.84	29.75
Grade 7	11.05	11.80	21.62	69.47	61.24	54.05	19.47	26.97	24.32
Grade 8	12.79	12.18	14.67	57.08	59.90	58.70	30.14	27.92	26.63
All Grades	13.76	12.21	18.79	59.56	57.17	54.46	26.68	30.62	26.76

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	11.76	8.95	9.49	48.13	48.42	48.73	40.11	42.63	41.77
Grade 7	15.79	15.17	14.59	58.95	42.70	51.35	25.26	42.13	34.05
Grade 8	12.79	10.66	12.50	50.68	58.88	46.74	36.53	30.46	40.76
All Grades	13.42	11.50	12.33	52.52	50.27	48.96	34.06	38.23	38.71

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	14.44	12.11	15.19	64.71	76.84	66.46	20.86	11.05	18.35
Grade 7	10.00	10.11	10.81	76.84	71.35	71.89	13.16	18.54	17.30
Grade 8	10.50	14.21	10.87	72.15	71.07	74.46	17.35	14.72	14.67
All Grades	11.58	12.21	12.14	71.31	73.10	71.16	17.11	14.69	16.70

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	12.30	12.63	20.89	70.05	67.37	62.03	17.65	20.00	17.09
Grade 7	17.37	14.04	16.76	71.05	57.87	60.54	11.58	28.09	22.70
Grade 8	10.05	17.77	14.13	66.67	69.04	70.11	23.29	13.20	15.76
All Grades	13.09	14.87	17.08	69.13	64.96	64.33	17.79	20.18	18.60

Conclusions based on this data:

1. Based on overall student performance, all grade levels had an increase in students exceeding the standards for ELA . Additionally, all grade levels saw an increase in students exceeding standards for Reading.
2. 6th, 7th and 8th graders at Cunha saw a decline in those students below standards in Reading.
3. In the Writing portion of the CAASPP, the 6th and 7th graders improved when combining the Met Standards and Exceeded Standard scores. The 8th graders for this past year saw a decline in Writing performance.

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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	193	192	160	187	190	159	187	190	159	96.9	99.0	99.4
Grade 7	203	180	188	190	179	185	190	179	185	93.6	99.4	98.4
Grade 8	238	200	195	218	198	190	218	198	190	91.6	99.0	97.4
All Grades	634	572	543	595	567	534	595	567	534	93.8	99.1	98.3

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2480.	2482.	2497.	9.63	11.05	14.47	15.51	16.32	16.35	28.34	27.89	27.04	46.52	44.74	42.14
Grade 7	2501.	2492.	2509.	8.95	10.61	15.14	20.00	20.67	13.51	26.84	18.44	31.89	44.21	50.28	39.46
Grade 8	2482.	2487.	2482.	5.05	6.06	5.79	13.76	13.64	13.16	25.69	20.20	18.42	55.50	60.10	62.63
All Grades	N/A	N/A	N/A	7.73	9.17	11.61	16.30	16.75	14.23	26.89	22.22	25.66	49.08	51.85	48.50

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	6.42	9.47	11.32	54.01	54.21	52.20	39.57	36.32	36.48
Grade 7	11.58	10.06	16.22	60.00	49.72	48.11	28.42	40.22	35.68
Grade 8	6.42	9.09	5.26	56.42	47.47	56.84	37.16	43.43	37.89
All Grades	8.07	9.52	10.86	56.81	50.44	52.43	35.13	40.04	36.70

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	8.02	8.95	13.84	63.64	58.42	57.23	28.34	32.63	28.93
Grade 7	7.37	10.06	11.89	65.26	60.89	60.54	27.37	29.05	27.57
Grade 8	5.50	6.06	2.63	61.47	62.63	62.63	33.03	31.31	34.74
All Grades	6.89	8.29	9.18	63.36	60.67	60.30	29.75	31.04	30.52

Conclusions based on this data:

1. For the 23-24 school year, the percentage above standard for all students increased slightly for 6th and 7th grade. The percentage of overall students meeting the standard maintained for 6th and 8th grades and decreased for 7th grade.
2. Based on the overall student performance 7th graders saw the largest decrease in Math performance.
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. The new 6th grade pathway for 6th grade math students should increase the rigor of the curriculum.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	1539.8	1525.1	1532.1	1554.0	1534.5	1543.4	1525.2	1515.1	1520.3	44	29	38
7	1547.1	1550.1	1557.9	1545.3	1544.6	1569.6	1548.6	1555.0	1545.6	39	28	16
8	1551.4	1550.9	1457.5	1560.5	1550.9	1467.1	1542.0	1550.4	1447.5	22	25	23
All Grades										105	82	77

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	25.00	27.59	28.95	40.91	31.03	44.74	20.45	24.14	18.42	13.64	17.24	7.89	44	29	38
7	33.33	42.86	43.75	41.03	14.29	18.75	15.38	32.14	31.25	10.26	10.71	6.25	39	28	16
8	22.73	40.00	4.35	40.91	20.00	47.83	27.27	12.00	8.70	9.09	28.00	39.13	22	25	23
All Grades	27.62	36.59	24.68	40.95	21.95	40.26	20.00	23.17	18.18	11.43	18.29	16.88	105	82	77

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	52.27	51.72	55.26	34.09	27.59	31.58	9.09	10.34	5.26	4.55	10.34	7.89	44	29	38
7	51.28	35.71	62.50	28.21	50.00	6.25	10.26	3.57	31.25	10.26	10.71	0.00	39	28	16
8	40.91	48.00	21.74	45.45	20.00	39.13	4.55	4.00	4.35	9.09	28.00	34.78	22	25	23
All Grades	49.52	45.12	46.75	34.29	32.93	28.57	8.57	6.10	10.39	7.62	15.85	14.29	105	82	77

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	0.00	10.34	2.63	22.73	17.24	21.05	59.09	44.83	68.42	18.18	27.59	7.89	44	29	38
7	20.51	25.00	18.75	17.95	28.57	31.25	46.15	32.14	25.00	15.38	14.29	25.00	39	28	16
8	9.09	24.00	0.00	22.73	16.00	13.04	59.09	32.00	39.13	9.09	28.00	47.83	22	25	23
All Grades	9.52	19.51	5.19	20.95	20.73	20.78	54.29	36.59	50.65	15.24	23.17	23.38	105	82	77

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	15.91	17.24	26.32	72.73	65.52	57.89	11.36	17.24	15.79	44	29	38
7	2.56	14.29	18.75	79.49	67.86	75.00	17.95	17.86	6.25	39	28	16
8	9.09	32.00	4.35	77.27	44.00	56.52	13.64	24.00	39.13	22	25	23
All Grades	9.52	20.73	18.18	76.19	59.76	61.04	14.29	19.51	20.78	105	82	77

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	63.64	58.62	73.68	29.55	31.03	18.42	6.82	10.34	7.89	44	29	38
7	74.36	75.00	75.00	15.38	14.29	25.00	10.26	10.71	0.00	39	28	16
8	68.18	68.00	56.52	22.73	8.00	8.70	9.09	24.00	34.78	22	25	23
All Grades	68.57	67.07	68.83	22.86	18.29	16.88	8.57	14.63	14.29	105	82	77

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	6.82	6.90	5.26	47.73	37.93	34.21	45.45	55.17	60.53	44	29	38
7	17.95	28.57	12.50	43.59	32.14	56.25	38.46	39.29	31.25	39	28	16
8	13.64	24.00	0.00	27.27	28.00	34.78	59.09	48.00	65.22	22	25	23
All Grades	12.38	19.51	5.19	41.90	32.93	38.96	45.71	47.56	55.84	105	82	77

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	4.55	13.79	10.53	90.91	65.52	84.21	4.55	20.69	5.26	44	29	38
7	25.64	42.86	18.75	64.10	46.43	75.00	10.26	10.71	6.25	39	28	16
8	9.09	16.00	8.70	81.82	68.00	52.17	9.09	16.00	39.13	22	25	23
All Grades	13.33	24.39	11.69	79.05	59.76	72.73	7.62	15.85	15.58	105	82	77

Conclusions based on this data:

1. Based on the Mean Scores for all EL students, 6th and 7th graders reclassified at a much higher percentage than did 8th graders. Only one 8th grader reclassified.
2. Based on the data, the Reading domain is the domain most students struggle with to get a score of 4. Students are making strides in level three. In particular, Grade 7 saw tremendous growth from last year.
3. In the Writing domain, we see a decrease in the Well Developed level (Level 4) for all grade levels.

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
542	**47%**	**13.8%**	**0.0%**
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.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	75	13.8%
Foster Youth	0	0.0%
Homeless	0	0.0%
Socioeconomically Disadvantaged	255	47%
Students with Disabilities	82	15.1%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	0	0.0%
American Indian	0	0.0%
Asian	7	1.3%
Filipino	5	0.9%
Hispanic	308	56.8%
Two or More Races	22	4.1%
Pacific Islander	1	0.2%
White	199	36.7%

Conclusions based on this data:

1. 47 % 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 from15.4% to 13.8% while our Hispanic population is the largest ethnic group at 56.8%.

3. Our population of students with disabilities is at 15.1%, a slight increase from 14.9%.

School and Student Performance Data

Overall Performance

The 2024 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

2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Our dashboard shows that our academic data is average for ELA and Math. However we have made progress with the English Learner subgroup.
2. Our suspension rate has decreased, however, our 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. Although, the dashboard indicates an average score for attendance. This must be addressed.

3. Based on the data, CAASPP ELA and Math scores, Chronic Absenteeism and Suspension Rate will remain a focus for 25-26.

School and Student Performance Data

Academic Performance
English Language Arts

The 2024 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.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
2	0	2	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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Red	 Red
25.9 points below standard	95.7 points below standard	113.4 points below standard
Increased 9.0 points	Maintained 1.8 points	Maintained 0.4 points
525 Students	177 Students	47 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Yellow
0 Students	Less than 11 Students	64.8 points below standard
	2 Students	Increased 8.1 points
		248 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
105.6 points below standard	0 Students	0 Students
Maintained 2.3 points		
81 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
Less than 11 Students	Less than 11 Students	66.7 points below standard
7 Students	5 Students	Increased 8.7 points
		294 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
40.4 points above standard	Less than 11 Students	21.8 points above standard
Maintained 0.1 points	1 Student	Increased 7.6 points
22 Students		196 Students

Conclusions based on this data:

1. English Language Arts scores increased overall by 9 points. The subgroups impacted most include English Learners & long term English Learners (maintained but very low), Socioeconomically Disadvantaged (increased by 8.1% but still below standard), and Hispanic (increased 8.7 but still below standard).
2. Four subgroups increased or maintained scores. These subgroups include Students with Disabilities (Maintained +2.3 points), Two or More Races (maintained +0.1 pints), and White (+7.6 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 2024 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.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
		
Yellow	Orange	Red
69.8 points below standard	137.7 points below standard	168.4 points below standard
Increased 9.0 points	Increased 6.9 points	Declined 8.0 points
526 Students	178 Students	47 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	No Performance Color	Orange
0 Students	Less than 11 Students	111.3 points below standard
	2 Students	Increased 14.3 points
		249 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
144.4 points below standard	0 Students	0 Students
Increased 5.8 points		
81 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
Less than 11 Students	Less than 11 Students	114.8 points below standard
7 Students	5 Students	Increased 9.6 points
		295 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
17.7 points above standard	Less than 11 Students	18.5 points below standard
Increased 14.1 points	1 Student	Increased 5.3 points
22 Students		196 Students

Conclusions based on this data:

1. Our overall student performance in Mathematics had an increase (an improvement of 9 points overall). Our subgroups of English Learners (+6.9), Socioeconomically Disadvantaged (+14.3), students with disabilities (+5.8), Hispanic (+9.6), Two or More Races (+14.1), and White (+5.3).
2. The Long Term English Learner subgroup was the only group that had a decrease (-8 points). Slow progress is being make with our Math program.
3. Based on the data, there must be a focus on continuing to improve Math scores.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
Blue	No Performance Color
71.6% making progress.	79.3% making progress.
Number Students: 67 Students	Number Students: 29 Students

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.

2024 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**
6%	22.4%	0%	71.6%

Conclusions based on this data:

1. There is a strong trend towards progress, with 71.6% of English Learners making progress towards English Language proficiency.
2. Based on the data, 71.6% percent of English Learners have progressed at least one level.
3. Based on the data, only 6% decreased one level which is an improvement from the prior year.

School and Student Performance Data

Academic Performance
College/Career Report

The 2024 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.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	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 2024 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.

2024 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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Red	 Red
16.8% Chronically Absent	21.7% Chronically Absent	23.1% Chronically Absent
Declined 3.9	Maintained 0.3	Increased 0.9
553 Students	106 Students	52 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Yellow
0 Students	Fewer than 11 students - data not displayed for privacy	20.5% Chronically Absent
	2 Students	Declined 5.4
		263 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
34.8% Chronically Absent	0 Students	0 Students
Increased 1.1		
89 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	19% Chronically Absent
7 Students	5 Students	Declined 4
		316 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Yellow
9.1% Chronically Absent	Fewer than 11 students - data not displayed for privacy	15.3% Chronically Absent
Maintained 0	1 Student	Declined 3.3
22 Students		202 Students

Conclusions based on this data:

1. Students with Disabilities have the highest percentage of chronic absences at 34.8% which is down from 40% the previous year.
2. With the exception of the long term English Learners and Students with Disabilities subgroups, all subgroups improved chronic absenteeism. Overall Chronic Absenteeism declined by 3.9%.
3. The data indicates that although the whole school is struggling with chronic absenteeism, we have made strides with several subgroups including: Socio-Economically disadvantages -5.4%, White -3.3%, and Hispanic -4%

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2024 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.

2024 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.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	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 2024 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.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	3	2	0

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

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
		
Green	Yellow	Yellow
5.7% suspended at least one day	9.3% suspended at least one day	9.6% suspended at least one day
Declined 1.1%	Declined 0.6%	Declined 2.4%
558 Students	108 Students	52 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	No Performance Color	Green
0 Students	Fewer than 11 students - data not displayed for privacy	7.5% suspended at least one day
	2 Students	Declined 3.4%
		265 Students

Students with Disabilities	African American	American Indian
 Yellow	 No Performance Color	 No Performance Color
11.2% suspended at least one day	0 Students	0 Students
Declined 2.7%		
89 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	7.5% suspended at least one day
7 Students	5 Students	Declined 3.3%
		320 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Orange
9.1% suspended at least one day	Fewer than 11 students - data not displayed for privacy	3% suspended at least one day
Increased 4.5%	1 Student	Increased 1.2%
22 Students		203 Students

Conclusions based on this data:

1. The suspension rate for all students was 5.7% (a decrease of 1.2%), suspended for at least one. The suspension rate for students suspended for at least one day is as follows: Students with Disabilities was 11.2% (decrease of 2.7%), Socioeconomically Disadvantaged students was 7.5% (decrease of 3.4%), Hispanic 7.5% (decrease of 3.3%) and English Learners was 9.3% (decrease of 0.6%). With the increased focus on PBIS the suspension rate has declined.
2. Although the suspension rate decreased overall the suspension rate for Two or More Races increased by 4.5% and 1.2% for the White subgroup.
3. Moving forward will continue to develop strategies to lower the overall 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. During the 2024-25 school year, 28.5% of EL students were reclassified at Cunha.	Reclassification percentage from 2020-21 to 2020-24 2020-21: 10.3% 2021-22: 23.0% 2022-23: 45.5% 23-24: 23.0% 24-25: 28.5% With the ELPAC 4 requirement for reclassification, the expected outcome is 20% for 2025-26.

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. During 2024-25 English Learners were 95.7 points below standard in ELA and 137.7 points below standard in Math.	Although not a significant improvement English Learners increased slightly in both ELA and Math scores.
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. During 2024-25, Socioeconomically Disadvantaged studetns were 64.8 points below standard in ELA and 111.3 points below standard in Math.	Although not a significant improvement Socioeconomically Disadvantaged students increased slightly in both ELA and Math scores.

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

Purchase the IXL learning platform for all students and increase the Cunha Tutoring Program.

IXL will assist all students and allow the administrative team to target all subgroups. In particular, EL students, students with disabilities, and socioeconomically disadvantages students, can be tracked based on benchmark testing and CAASPP & ELAC test preparation materials. The IXL program will offer all students benchmark testing in ELA, Math, and Science. In addition, IXL will allow test prep for ELPAC, CAASPP, and CAST for all students. The information gained from consistent testing can target deficiencies students may have thus enabling reteaching an improved academic performance for all students.

The Tutoring Program will give students opportunities to interact with a tutor after school at least two times per week. This will promote good study habits, organization, and improve academic 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)
10,070	Title I 4000-4999: Books And Supplies IXL Program for ELA, Math, and Sciene
7,426	Title I 5000-5999: Services And Other Operating Expenditures Certified and Classified staff for tutoring program

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)
0	None Specified 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)

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: 2024-25

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.

From 2022-23 to 2024-25, the Cunha EL program has been very successful in reclassifying students. Although the criteria for reclassification have become more difficult (students must receive a 4/4), the Cunha team has met the challenge. With the addition of a school-wide benchmark and test prep program, test scores and academic success for all students should increase during the 2025-26 school 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.

Students need more intensive interventions in for ELA (ELD classes, and ELD TOSA), and Math. Our new Math curriculum, adopted in 24-25, and our new Math Pathways should improve test scores in the coming year. This in addition to the adoption of IXL will increase student academic success.

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. The addition of the IXL program will give all students access to curriculum to address academic challenges and improve performance.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

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 2

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	Continue the video communications effort and

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	videos are created in both English and Spanish.	increase number of view for the video communication.
Increase the number of families attending ELAC meetings.	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 2024-25 Year: 25 families were involved throughout the year. This is an increase from the 23-24 school year, however, this is still a work in progress 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)
1000	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 administrative 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)
1000	Title I 5800: Professional/Consulting Services And Operating Expenditures Provide additional translation and interpreting services
0	None Specified 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 5000-5999: Services And Other Operating Expenditures Administrative Team

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: 2024-25

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 particularly 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 3

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. There is a continuing need to address student behavior issues and social emotional wellness to increase 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 0 ATOD referrals in 2024-25	Increased campus supervision in the bathrooms and increased supervision during unstructured times have contributed to the decline in referrals. Also, the drug awareness program in the 6th, 7th, and 8th grades has had an impact. Our TUPE grant has funded drug awareness presentations.
Referrals for bullying	59 bullying referrals in 2021-22 34 bullying referrals in 2022-23 20 bullying referrals in 2023-24	Incidents of bullying between students have decreased. Two major cyberbullying events

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	23 bullying referrals in 2024-25	accounted for the majority of the bullying referrals.
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 19 referrals in 2024-25	Referrals in this metric decreased from the prior year. Most of these referrals were associated with lunchtime sporting disputes. An increase in restorative conversations contributed to the decline in this metric. Cunha will continue increasing opportunities for students to engage in restorative conversations.
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 20 referrals for SLS counseling occurred in 2024-25	A significant decrease in the use of SLS counseling is attributed to the increase in students interacting with the Cunha counseling team. Additionally, the decrease in other referrals (e.g. bullying and ATOD referrals) contributed to the decreased need for SLS counseling services.
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 97 students participated in 2024-25	Challenge day will continue to be implemented in the 25-26 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. This option has been used in past years; however, there were no instances of students with drugs on campus during the 2024-25 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)
0	None Specified 5000-5999: Services And Other Operating Expenditures 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)
0	None Specified

	5000-5999: Services And Other Operating Expenditures Continue to use site and district Restorative Justice resources

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 5000-5999: Services And Other Operating Expenditures Challenge Day for 7th graders identified for intervention or are interested

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)
0	None Specified

	5000-5999: Services And Other Operating Expenditures Continue the work already present in the curriculum (e.g. 6th, 7th, and 8th grade interventions)

Annual Review

SPSA Year Reviewed: 2024-25

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 2024-25 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, This trend is expected to continute in the 2025-26 school 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.

Losing the full time Dean at Cunha has impacted the time it takes to resolve some issues. Stressing Tier 1 PBIS initiatives will continue to 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 2025-26 school year, the staff will remain the same, with the exception of losing two teachers. We transitioned to a new Student Information System (PowerSchool) which is an issue to overcome this year, but use is improveing. 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 4

Improve Chronic Absenteeism for All students

Identified Need

Students with Disabilities have the highest percentage of chronic absences at 34.8%. With the exception of the English Learners, Students with Disabilities, and Socioeconomically Disadvantaged subgroups, all subgroups improved chronic absenteeism. Overall, Chronic Absenteeism declined by 3.9%. The data indicates that although the whole school is struggling with chronic absenteeism, we have made strides with several subgroups, including: Hispanic -4%, and White -3.3%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Improve Chronic Absenteeism for all students	Chronic Absenteeism for Students with Disabilities is 34.8%. Chronic Absenteeism for Socioeconomically Disadvantaged Students is 20.5%%. Chronic Absenteeism for English Learners is 21.7%. We use the Attention 2 Attendance (A2A) system to track and respond to Chronic Absenteeism.	Through the use of targeted support from Case Managers, Parent Conferences, Letters Home, and Home Visits, we will decrease Chronic Absenteeism by 5% in all subgroups.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	The specific actions taken during the 2024-25 school year are as follows: 6 home visits were conducted 40+ in-person or via Zoom parent conferences 50+ Phone/email contacts with parents 300+ Excessive Excused L1 letters 200+ Excessive Excused L2 letters 100+ 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)
0	None Specified 5000-5999: Services And Other Operating Expenditures Continue to use the district A2A attendance notification system. Admin home visits, parent conferences, emails, and phone calls.

Strategy/Activity 2

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: 2024-25

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 34.8% which is an improvement from 23-24's 40%. With the exception of the English Learners, Students with Disabilities, and Socioeconomically Disadvantaged subgroups, all subgroups improved chronic absenteeism. Overall, Chronic Absenteeism declined by 3.9%. The data indicates that although the whole school is struggling with chronic absenteeism, we have made strides with several subgroups, including: Hispanic -4%, and White -3.3%.

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. Using A2A has helped with this, as well as, the dedication of our 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 2025-26 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	$$23,496
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$23,496.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I	$23,496.00

Subtotal of additional federal funds included for this school: $23,496.00

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

State or Local Programs	Allocation ($)
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: $23,496.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	40855.40	17,359.40
Title III	15248.00	15,248.00

Expenditures by Funding Source

Funding Source	Amount
None Specified	0.00
Title I	23,496.00

Expenditures by Budget Reference

Budget Reference	Amount
4000-4999: Books And Supplies	10,070.00
5000-5999: Services And Other Operating Expenditures	12,426.00
5800: Professional/Consulting Services And Operating Expenditures	1,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5000-5999: Services And Other Operating Expenditures	None Specified	0.00
5800: Professional/Consulting Services And Operating Expenditures	None Specified	0.00
4000-4999: Books And Supplies	Title I	10,070.00
5000-5999: Services And Other Operating Expenditures	Title I	12,426.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	17,496.00
Goal 2	4,000.00
Goal 3	2,000.00
Goal 4	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

2 Classroom Teachers

3 Other School Staff

4 Parent or Community Members

1 Secondary Students

Name of Members	Role
Jeff Clinton	Principal
Victor Guzman	Other School Staff
Matt Allen	Parent or Community Member
Maria Portello-Swagel	Classroom Teacher Parent or Community Member
Nicki Galle	Other School Staff Parent or Community Member
Janice Lee	Classroom Teacher Parent or Community Member
Annapaula Pacheco-Brazil	Parent or Community Member
Cameron Geiser	Parent or Community Member
Johnny Valencia	Other School Staff Parent or Community Member
Loree Blake	Parent or Community Member
Grey Taner	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 29, 2025.

Attested:

Principal, Jeffrey Clinton on 5/29/2024
SSC Chairperson, Matt Allen on 5/29/2024

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: **2025-26**

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	41 68890 4132817		June 12, 2025

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). 71% of 9th and 11th grade students completed the survey.

The CSPS 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 222 completed CSPs.

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 33 surveys completed out of 87 staff members.

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 (75% 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 and benchmark assessments as well as Comprehensive Interim Assessments for ELA and Math from CAASPP-TOMS 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 funding, the Educator Effectiveness Grant, 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, 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:
Supplies and curriculum for ELD 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 22, 2025. ELAC leaders and parent attendees were presented information about SSC and introduced to SPSA goals 2025-2026 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.
2. Total enrollment has dropped below 1,000 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	90	7.9%	9.0%	9.1%
Fluent English Proficient (FEP)	361	330	309	34.7%	32.2%	31.3%
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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	241	269	236	219	254	220	218	254	220	90.9	94.4	93.2
All Grades	241	269	236	219	254	220	218	254	220	90.9	94.4	93.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2580.	2549.	2567.	27.98	15.35	23.64	25.69	25.98	24.09	18.81	26.38	22.27	27.52	32.28	30.00
All Grades	N/A	N/A	N/A	27.98	15.35	23.64	25.69	25.98	24.09	18.81	26.38	22.27	27.52	32.28	30.00

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	29.36	17.00	27.06	46.33	54.94	45.41	24.31	28.06	27.52
All Grades	29.36	17.00	27.06	46.33	54.94	45.41	24.31	28.06	27.52

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	27.19	20.16	22.48	47.00	48.22	41.28	25.81	31.62	36.24
All Grades	27.19	20.16	22.48	47.00	48.22	41.28	25.81	31.62	36.24

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	13.30	8.30	14.68	69.72	70.36	73.39	16.97	21.34	11.93
All Grades	13.30	8.30	14.68	69.72	70.36	73.39	16.97	21.34	11.93

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	24.77	15.42	18.35	61.01	62.45	64.68	14.22	22.13	16.97
All Grades	24.77	15.42	18.35	61.01	62.45	64.68	14.22	22.13	16.97

Conclusions based on this data:

1. Students mean score for 2023-2024 was 2567.3. This is an increase of 18 points from the prior year.
2. The overall achievement in 2022-2023 for meeting or exceeding the standard in ELA at HMBHS is 41.36% and for 2023-22024 it is 47.73%. This is an increase of 6.37%.
3. The California State percentage of student who meet or exceed the standard for ELA for 2023-2024 is 55.73% and it is 47.73%. This shows that HMBHS has 8% fewer student meeting this standard that the state average.

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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	241	269	236	213	250	214	213	249	212	88.4	92.9	90.7
All Grades	241	269	236	213	250	214	213	249	212	88.4	92.9	90.7

* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2534.	2545.	2534.	8.92	11.65	12.74	18.78	15.66	17.92	19.25	22.89	16.04	53.05	49.80	53.30
All Grades	N/A	N/A	N/A	8.92	11.65	12.74	18.78	15.66	17.92	19.25	22.89	16.04	53.05	49.80	53.30

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	8.92	15.26	12.74	58.22	56.63	54.72	32.86	28.11	32.55
All Grades	8.92	15.26	12.74	58.22	56.63	54.72	32.86	28.11	32.55

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	10.80	8.43	11.32	55.40	59.44	58.02	33.80	32.13	30.66
All Grades	10.80	8.43	11.32	55.40	59.44	58.02	33.80	32.13	30.66

Conclusions based on this data:

1. The mean scale score dropped from 2545.1 to 2534.5. This is an is a decrease of 10.1 points.
2. The overall achievement in 2023-2024 for meeting or exceeding the standard in Math at HMBHS is 30.67% and for 2022-2023 it is 27.31%. This is an increase of 3.36%.
3. The number of students who test below standards continues to remain high with a total of nearly met and below standard at 69.34%.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1541.8	1530.9	1474.0	1542.0	1521.3	1454.9	1540.9	1539.8	1492.6	19	17	17
10	1508.3	1502.7	1532.0	1494.6	1499.1	1522.0	1521.5	1505.7	1541.3	25	19	16
11	1535.0	1505.9	1459.5	1535.6	1484.0	1436.1	1534.0	1527.2	1482.3	21	20	21
12	*	1569.6	1523.0	*	1578.9	1514.9	*	1559.7	1530.8	5	12	16
All Grades										70	68	70

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	15.79	11.76	0.00	52.63	17.65	0.00	10.53	52.94	47.06	21.05	17.65	52.94	19	17	17
10	4.00	16.67	25.00	44.00	27.78	31.25	24.00	11.11	12.50	28.00	44.44	31.25	25	18	16
11	4.76	5.00	4.76	19.05	35.00	19.05	61.90	20.00	14.29	14.29	40.00	61.90	21	20	21
12	*	25.00	25.00	*	8.33	12.50	*	50.00	18.75	*	16.67	43.75	*	12	16
All Grades	7.14	13.43	12.86	38.57	23.88	15.71	31.43	31.34	22.86	22.86	31.34	48.57	70	67	70

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	36.84	23.53	0.00	36.84	35.29	23.53	10.53	23.53	29.41	15.79	17.65	47.06	19	17	17
10	24.00	44.44	37.50	32.00	11.11	12.50	16.00	0.00	18.75	28.00	44.44	31.25	25	18	16
11	14.29	15.00	19.05	61.90	35.00	19.05	14.29	10.00	0.00	9.52	40.00	61.90	21	20	21
12	*	33.33	37.50	*	33.33	12.50	*	16.67	12.50	*	16.67	37.50	*	12	16
All Grades	25.71	28.36	22.86	41.43	28.36	17.14	12.86	11.94	14.29	20.00	31.34	45.71	70	67	70

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	5.26	0.00	0.00	26.32	23.53	0.00	42.11	47.06	17.65	26.32	29.41	82.35	19	17	17
10	4.00	0.00	6.25	12.00	11.11	25.00	44.00	27.78	31.25	40.00	61.11	37.50	25	18	16
11	0.00	0.00	4.76	9.52	20.00	0.00	52.38	30.00	23.81	38.10	50.00	71.43	21	20	21
12	*	0.00	0.00	*	33.33	31.25	*	41.67	12.50	*	25.00	56.25	*	12	16
All Grades	2.86	0.00	2.86	14.29	20.90	12.86	47.14	35.82	21.43	35.71	43.28	62.86	70	67	70

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	5.26	11.76	0.00	78.95	76.47	47.06	15.79	11.76	52.94	19	17	17
10	0.00	5.56	0.00	64.00	55.56	68.75	36.00	38.89	31.25	25	18	16
11	4.76	0.00	0.00	76.19	50.00	33.33	19.05	50.00	66.67	21	20	21
12	*	16.67	0.00	*	50.00	50.00	*	33.33	50.00	*	12	16
All Grades	2.86	7.46	0.00	71.43	58.21	48.57	25.71	34.33	51.43	70	67	70

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	73.68	52.94	35.29	10.53	29.41	11.76	15.79	17.65	52.94	19	17	17
10	56.00	55.56	62.50	16.00	0.00	6.25	28.00	44.44	31.25	25	18	16
11	57.14	45.00	38.10	33.33	25.00	0.00	9.52	30.00	61.90	21	20	21
12	*	75.00	56.25	*	8.33	12.50	*	16.67	31.25	*	12	16
All Grades	61.43	55.22	47.14	18.57	16.42	7.14	20.00	28.36	45.71	70	67	70

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	15.79	5.88	0.00	36.84	58.82	17.65	47.37	35.29	82.35	19	17	17
10	4.00	0.00	18.75	40.00	27.78	43.75	56.00	72.22	37.50	25	18	16
11	0.00	15.00	4.76	38.10	20.00	14.29	61.90	65.00	80.95	21	20	21
12	*	0.00	0.00	*	41.67	43.75	*	58.33	56.25	*	12	16
All Grades	5.71	5.97	5.71	38.57	35.82	28.57	55.71	58.21	65.71	70	67	70

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	0.00	0.00	0.00	73.68	82.35	35.29	26.32	17.65	64.71	19	17	17
10	4.00	0.00	0.00	72.00	55.56	68.75	24.00	44.44	31.25	25	18	16
11	9.52	0.00	4.76	66.67	55.00	33.33	23.81	45.00	61.90	21	20	21
12	*	16.67	6.25	*	58.33	56.25	*	25.00	37.50	*	12	16
All Grades	4.29	2.99	2.86	70.00	62.69	47.14	25.71	34.33	50.00	70	67	70

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 2024 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.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
987	**38.9%**	**9.1%**	**0.0%**
Total Number of Students enrolled in Half Moon Bay High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	90	9.1%
Foster Youth	0	0.0%
Homeless	2	0.2%
Socioeconomically Disadvantaged	384	38.9%
Students with Disabilities	153	15.5%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	0.6%
American Indian	0	0.0%
Asian	21	2.1%
Filipino	4	0.4%
Hispanic	496	50.3%
Two or More Races	52	5.3%
Pacific Islander	0	0.0%
White	408	41.3%

Conclusions based on this data:

1. Out largest Student group by race/ethnicity is Hispanic who make up 50.3% of the student body. The only other statistically significant student group based on Race/Ethnicity is White which make up 41.3% of the students.

2. 9.1% of our population are English Language Learners.
3. 38.9% of our students are socio-economic disadvantaged.

School and Student Performance Data

Overall Performance

The 2024 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

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	**Graduation Rate**  Green	**Suspension Rate**  Yellow
Mathematics  Orange		
English Learner Progress  Red		
College/Career  Green		

Conclusions based on this data:

1. English Learning progress is a high concern.
2. Academic indicators for Mathematics are a high concern.
3. Our College and Career Indicator has improved.

School and Student Performance Data

Academic Performance
English Language Arts

The 2024 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.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
4	0	0	0	1

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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Red	 No Performance Color
16.5 points below standard	171.3 points below standard	Less than 11 Students
Increased 15.7 points	Declined 8.0 points	9 Students
218 Students	33 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Red
0 Students	0 Students	103.2 points below standard
		Declined 9.8 points
		78 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
150.4 points below standard	0 Students	0 Students
Declined 5.2 points		
38 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Red
Less than 11 Students	0 Students	94.6 points below standard
4 Students		Maintained 0.6 points
		104 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Blue
63.9 points above standard	0 Students	52.7 points above standard
Increased 49.1 points		Increased 21.4 points
14 Students		98 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. Performance of our Hispanic students is a high concern.

School and Student Performance Data

Academic Performance
Mathematics

The 2024 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.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
4	0	1	0	0

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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Red	 No Performance Color
106.4 points below standard	236.7 points below standard	Less than 11 Students
Declined 19.7 points	Declined 16.1 points	9 Students
222 Students	36 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Red
0 Students	0 Students	185.8 points below standard
		Declined 40.1 points
		81 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
254.1 points below standard	0 Students	0 Students
Declined 56.7 points		
38 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Red
Less than 11 Students	0 Students	190.2 points below standard
4 Students		Declined 43.2 points
		107 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Yellow
11.7 points below standard	0 Students	27.4 points below standard
Increased 18.2 points		Declined 3.5 points
14 Students		98 Students

Conclusions based on this data:

1. English Language Learners decreased 16.1%.
2. Students with disabilities decreased by 56.7%.
3. Socio-economically disadvantaged student decreased by 40.1%.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
Red	Yellow
27.7% making progress.	43.9% making progress.
Number Students: 65 Students	Number Students: 41 Students

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.

2024 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**
18.5%	46.2%	0%	27.7%

Conclusions based on this data:

1. 27.7% of our ELL students progress one level.
2. The ELPI shows a decreased of 18.5%

School and Student Performance Data

Academic Performance
College/Career Report

The 2024 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

Lowest Performance



Low



Medium



High



Very High

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue
0	2	1	1	0

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

2024 Fall Dashboard College/Career Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 No Performance Color	 No Performance Color
40.4 Prepared	3.6 Prepared	5.3 Prepared
Increased 5.7	Increased 3.6	Increased 5.3
260 Students	28 Students	19 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
0 Students	Less than 11 Students 0	20.5 Prepared
	2 Students	Increased 2.1
		127 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
5.1 Prepared	Less than 11 Students 0	0 Students
Increased 2	2 Students	
39 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
Less than 11 Students 0	Less than 11 Students 0	17.8 Prepared
6 Students	1 Student	Declined 3.8
		129 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
68.8 Prepared	0 Students	62.3 Prepared
Increased 14.2		Increased 13.2
16 Students		106 Students

Conclusions based on this data:

1. All students, white, LTEL, SED, SWD students all improved performance.
2. Hispanic student performance declined.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 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.

2024 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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. No data upon which to form conclusions.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2024 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.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	2	1

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Green	 No Performance Color	 No Performance Color
92% graduated	82.1% graduated	94.7% graduated
Increased 1.3%	Increased 2.7%	Increased 13.3%
262 Students	28 Students	19 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Green
0 Students	Fewer than 11 students - data not displayed for privacy	89.8% graduated
	2 Students	Increased 3.7%
		127 Students

Students with Disabilities	African American	American Indian
 Green	 No Performance Color	 No Performance Color
92.7% graduated	Fewer than 11 students - data not displayed for privacy	0 Students
Increased 9.8%	2 Students	
41 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	88.4% graduated
6 Students	1 Student	Maintained 0.2%
		129 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Blue
93.8% graduated	0 Students	95.4% graduated
Declined 6.3%		Increased 3.1%
16 Students		108 Students

Conclusions based on this data:

1. Overall graduation rate has increased.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2024 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.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	3	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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Orange	 Orange
3.3% suspended at least one day	6.2% suspended at least one day	9.7% suspended at least one day
Maintained 0.2%	Increased 0.8%	Increased 2.3%
1004 Students	97 Students	62 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
0 Students	Fewer than 11 students - data not displayed for privacy	4.8% suspended at least one day
	3 Students	Maintained 0.1%
		399 Students

Students with Disabilities	African American	American Indian
 Yellow	 No Performance Color	 No Performance Color
6.7% suspended at least one day	Fewer than 11 students - data not displayed for privacy	0 Students
Declined 2.2%	6 Students	
163 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	4.5% suspended at least one day
Maintained 0%	4 Students	Maintained 0%
22 Students		507 Students

Two or More Races	Pacific Islander	White
 Green	 No Performance Color	 Orange
1.9% suspended at least one day	0 Students	1.9% suspended at least one day
Declined 3%		Increased 0.8%
52 Students		413 Students

Conclusions based on this data:

1. Suspension rates for all students have been maintained with minimal increases and decreases across subgroups.

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

Maximize Student Outcomes & Focus on Improving ELA/ELD & Math

LEA/LCAP Goal

The metrics and actions within this goal will ensure we maintain high-quality staff, define a district-wide implementation of academic content and performance standards, provide opportunities for all students to access courses, and we support the social-emotional needs of our students and families. These areas will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to evaluate a priority to a broad or focus goal.
Priority 1: Appropriate teacher assignment, sufficient instructional materials, and facilities in good repair
Priority 2: Implementation of academic content and performance standards adopted by California State Board of Education
Priority 4: Pupil Achievement

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 (23%); SED (18.4%); SWD (9%) [2023-2024]	3% growth of meets or exceeds standard for all subgroups
CAASPP Met or Exceeds Standard Improvement for Math for subgroups	Hispanic Math (9%); SED (9.8%); SWD (0%) [2023-2024]	3% growth of meets or exceeds standard for all subgroups
Reclassification Rate for EL students	30% reclassification rate [2023-2024]	3% growth of reclassification rate
English Learner Progress Indicator	27.7% making progress toward proficiency [2023-2024]	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
1396	Unrestricted 5000-5999: Services And Other 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
4111	Unrestricted 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
3210	Unrestricted 5000-5999: Services And Other Operating Expenditures
1000	Unrestricted 1000-1999: Certificated Personnel Salaries

	Substitute Teacher Costs

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)

Strategy/Activity 6

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

Purchase any supplementary learning materials

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
12000	Unrestricted 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2024-25

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 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

Increase At-Promise Student Readiness

LEA/LCAP Goal

There shall be a particular focus on increasing academic achievement for our at-promise students, including English Learners, Special Education, Hispanic/Latinx students, and Socio-Economic Disadvantaged.
Priority 2: Implementation of academic content and performance standards adopted by California State Board of Education
Priority 4: Pupil Achievement
Priority 7: Course Access

Goal 2

Increase college and career readiness for Hispanic, EL, SED, and SWD sub groups. Reducing the barriers which can prevent all students from accessing Honors, Advanced Placement, Dual Enrollment, and AVID Courses.

Identified Need

Hispanic, EL, SED, and SWD are subgroups that need improvement with college and career readiness and developing more post-secondary educational opportunity.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
UC/CSU Eligibility for all students	41.4% UC/CSU site-wide eligibility [2023-2024]	5% growth of UC/CSU eligibility site-wide included subgroups listed above
Increase Hispanic students being scheduled in Honors and AP courses	24.7% Hispanic students scheduled in Honors and AP courses	5% increase for Hispanic student scheduled in Honors and AP courses
Increase all students, particularly subgroups enrolled in dual enrollment courses	31 students enrolled in CSM dual enrollment courses	3% growth students in CSM dual enrollment courses
Increase CTE completers	35 student completed a CTE pathway [2023-2024]	5% growth of students completing a CTE pathway
Increase the number of students taking AVID courses.	74 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)
3824	Unrestricted 5000-5999: Services And Other Operating Expenditures
1000	Unrestricted 5000-5999: Services And Other Operating Expenditures substitute teacher costs

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)
2000	Unrestricted 5000-5999: Services And Other Operating Expenditures

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)

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)
2000	Unrestricted 5000-5999: Services And Other Operating Expenditures AVID Training Costs
500	Unrestricted 1000-1999: Certificated Personnel Salaries Substitute Teacher Costs

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)

Strategy/Activity 6
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

Purchase supplementary instructional supplies to support At-Promise student readiness

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

Amount(s)	Source(s)
16000	Unrestricted 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2024-25

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 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

Improve Student and Family Engagement

LEA/LCAP Goal

Improve student and family engagement. The metrics and actions within this goal will be implemented to ensure that the progress made within the Parent Involvement (LCAP Priority 3) goal will be maintained over the coming three years. These areas will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to evaluate a priority to a broad or focus goal.
LCAP Priorities:
Priority 3: Parental Involvement and Family Engagement
Priority 5: Pupil Engagement
Priority 6: School Climate

Goal 3

Promote an environment where families feel welcome to communicate information and concerns, so that a positive, open, and trusting relationship grows between HMBHS staff, students, and families.

Identified Need

Increased engagement from students and families who are part of our Hispanic, English Learner (EL), Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD) subgroups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent/guardian participation California School Parent Survey	107 [2022-2023] & 222 [2024-2025] parent/guardian completed California School Parent Survey (CSPS)	20% growth of parents completing the survey
Student participation with Needs Assessment and Naviance surveys provided by the counseling staff	71% of students completed Needs Assessment Survey [2024-2025]	90% students
Improve attendance at school informational or other committees open to the public such as ELAC, School Site Council, PTO, Health and Wellness, and Boosters	No data - we need to document sign-in sheets better into a spreadsheet	20% increase after 2024-2025 baseline set
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)
1686	LCFF - Supplemental 4000-4999: Books And Supplies District Funded
9395	Unrestricted 4000-4999: Books And Supplies
3000	Unrestricted 5000-5999: Services And Other Operating Expenditures Training costs

Annual Review

SPSA Year Reviewed: 2024-25

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 of improving student and family engagement. Greater participation from our family surveys and attendance at meetings like ELAC, PTO, and Cougar Boosters 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 2024-2025 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

Improve Social and Emotional Wellbeing

LEA/LCAP Goal

Increase the implementation of a positive climate framework to increase student wellbeing, student academic achievement and decrease chronic absenteeism, discipline referrals, and suspensions/expulsions.
LCAP Priorities:
Priority 5: Pupil Engagement
Priority 6: School Climate
Priority 8: Other Pupil Outcomes

Goal 4

Create a stronger school climate that engages students and fosters a sense of belonging, connectedness, safety, and positivity.

Identified Need

Continue to promote student success by building a kinder, safer, and more inclusive space in order to reduce student stress, and increase engagement and social-emotional wellness. Provide a more supportive environment where students academic performance and sense of well-being is improved. This will result is better outcomes for student social-emotional learning, graduation rate increase, a reduction of chronic absenteeism, and a reduction of exclusionary discipline.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Continuing mental health counseling with School Linked Services [Star Vista]	Maintain current amount of counseling services	Continue with our relationship with School Liked Services
Alternative to Suspension, Restorative Justice/Practices, 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 restarted.	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
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

Continue to develop PBIS

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3890	Unrestricted 0001-0999: Unrestricted: Locally Defined
14000	Unrestricted 4000-4999: Books And Supplies
3000	Unrestricted 5000-5999: Services And Other Operating Expenditures Conference Expenses

Annual Review

SPSA Year Reviewed: 2024-25

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 2024-2025 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	$0
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$82,012.00

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	$1,686.00
Unrestricted	$80,326.00

Subtotal of state or local funds included for this school: $82,012.00

Total of federal, state, and/or local funds for this school: $82,012.00

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
Unrestricted	80326	0.00
LCFF - Supplemental	1686	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	1,686.00
Unrestricted	80,326.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	3,890.00
1000-1999: Certificated Personnel Salaries	1,500.00
4000-4999: Books And Supplies	57,192.00
5000-5999: Services And Other Operating Expenditures	19,430.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	LCFF - Supplemental	1,686.00
0001-0999: Unrestricted: Locally Defined	Unrestricted	3,890.00
1000-1999: Certificated Personnel Salaries	Unrestricted	1,500.00
4000-4999: Books And Supplies	Unrestricted	55,506.00
5000-5999: Services And Other Operating Expenditures	Unrestricted	19,430.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	21,717.00
Goal 2	25,324.00
Goal 3	14,081.00
Goal 4	20,890.00

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 5/28/2025
	SSC Chairperson, Yasmin East-Bratt on 5/28/2025

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: **2025-26**

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	41 68890 4130027	5/20/2025	June 12, 2025

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.

Parent engagement and communication is a high priority, as is support for student engagement and social and emotional needs of referred students. Support for student literacy is to include supplemental support for English Learners, and attention to climate regarding attendance and graduation rate. These 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 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 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 Cycle of Inquiry as part of a Professional Learning Community

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

Our staff development focuses on understanding and analyzing data, such as credits recovered and graduation rates, when assessing student performance as part of a PLC program adopted by the teaching staff.

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

Staff have been involved in the monthly Saturday Circle training for Restorative Practices

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 Farm to Desk which provides opportunities to explore and participate in entrepreneurial skills. Outdoor learning experiences like the Elkus Ranch Agricultural Leadership 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 2025, 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 credit recovery for Special Education students through the COVE program
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	7	21.5%	18.4%	19.4%
Fluent English Proficient (FEP)	17	19	16	69.44%	65.79%	44.4%
Reclassified Fluent English Proficient (RFEP)	21	19	15	51.2%	50.0%	41.6%

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 19.4%

2. The percentage of Reclassified Fluent English Proficient (RFEP) students has declined below half our population, 41.6% for 2023-24. Currently 61% 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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	13	10	17	*	10	9	*	10	9		100.0	52.9
All Grades	13	10	17	*	10	9	*	10	9		100.0	52.9

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	13	10	17	*	9	8	*	9	8		90.0	47.1
All Grades	13	10	17	*	9	8	*	9	8		90.0	47.1

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	4	*	*
All Grades										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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
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 2024 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.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
41	**58.5%**	**17.1%**	**0.0%**
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.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	7	17.1%
Foster Youth	0	0.0%
Homeless	0	0.0%
Socioeconomically Disadvantaged	24	58.5%
Students with Disabilities	15	36.6%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	2.4%
American Indian	0	0.0%
Asian	0	0.0%
Filipino	1	2.4%
Hispanic	27	65.9%
Two or More Races	2	4.9%
Pacific Islander	0	0.0%
White	10	24.4%

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 2024 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

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts No Performance Color	**Graduation Rate** No Performance Color	**Suspension Rate** Blue
Mathematics No Performance Color		
English Learner Progress No Performance Color		
College/Career No Performance Color		

Conclusions based on this data:

1. Public reports protect student privacy when 10 or fewer students are included; when/if data is reported, it will be analyzed.
2. Our suspension rates for 2022-23 and 2023-24 were 0, and the rate for 2024-25 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 2024 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.

2024 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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
		
No Performance Color	No Performance Color	No Performance Color
260.4 points below standard	Less than 11 Students	Less than 11 Students
14 Students	3 Students	3 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
		
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	Less than 11 Students
		9 Students

Students with Disabilities	African American	American Indian
 No Performance Color Less than 11 Students 4 Students	 No Performance Color Less than 11 Students 1 Student	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students 10 Students

Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students 1 Student	 No Performance Color 0 Students	 No Performance Color Less than 11 Students 2 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. As a continuation school with 36% of our students with learning disabilities, our performance indicator is low compared to average in comprehensive schools

School and Student Performance Data

Academic Performance
Mathematics

The 2024 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.

2024 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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
		
No Performance Color	No Performance Color	No Performance Color
307.6 points below standard	Less than 11 Students	Less than 11 Students
14 Students	3 Students	3 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	Less than 11 Students
		9 Students

Students with Disabilities	African American	American Indian
 No Performance Color Less than 11 Students 4 Students	 No Performance Color Less than 11 Students 1 Student	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students 10 Students

Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students 1 Student	 No Performance Color 0 Students	 No Performance Color Less than 11 Students 2 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. As a continuation school with 36% of our students with learning disabilities, our performance indicator is low compared to average in comprehensive schools

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
No Performance Color	No Performance Color
making progress.	making progress.
Number Students: 2 Students	Number Students: 2 Students

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.

2024 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 2024 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

Lowest Performance



Low



Medium



High



Very High

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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

2024 Fall Dashboard College/Career Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
		
No Performance Color	No Performance Color	No Performance Color
0 Prepared	Less than 11 Students 0	Less than 11 Students 0
Maintained 0	9 Students	9 Students
22 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	No Performance Color	No Performance Color
0 Students	Less than 11 Students 0	0 Prepared
	2 Students	Maintained 0
		19 Students

Students with Disabilities	African American	American Indian
 No Performance Color Less than 11 Students 0 5 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color Less than 11 Students 0 1 Student	 No Performance Color 0 Prepared Maintained 0 16 Students

Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students 0 1 Student	 No Performance Color 0 Students	 No Performance Color Less than 11 Students 0 4 Students

Conclusions based on this data:

1. Public reports protect student privacy when 10 or fewer students are included; when/if data is reported, it will be analyzed.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 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.

2024 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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Chronic Absences are not recorded for high schools in the California State Dashboard

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2024 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.

2024 Fall Dashboard Graduation Rate 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.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 No Performance Color	 No Performance Color	 No Performance Color
69.2% graduated	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
Increased 31.1%	10 Students	10 Students
26 Students		
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	Fewer than 11 students - data not displayed for privacy	66.7% graduated
	2 Students	Increased 20%
		21 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	 No Performance Color 66.7% graduated Increased 35.9% 18 Students

Two or More Races	Pacific Islander	White
 No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students

Conclusions based on this data:

1. The graduation rate for all students increased from 38.1% to 69.2% in 2024
2. The graduation rate for Hispanic students from 30.8% to 41.7% in 2024
3. Our graduation rate increased greatly due to students qualifying for exemption based on AB 104. When that pandemic program ended, we saw a decline in graduation rates. While our rates can vary widely because of statistical swings based on a very small population sample size, our rate is now increasing for all groups.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2024 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.

2024 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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Blue	 No Performance Color	 No Performance Color
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
Maintained 0%	9 Students	9 Students
57 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Blue
0 Students	0 Students	0% suspended at least one day
		Maintained 0%
		34 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	0 Students
Maintained 0%	1 Student	
21 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Blue
0 Students	Fewer than 11 students - data not displayed for privacy	0% suspended at least one day
	1 Student	Maintained 0%
		42 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - data not displayed for privacy	0 Students	0% suspended at least one day
2 Students		11 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 rates for 2022-23 and 2023-24 were 0, and the rate for 2024-25 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

Outreach needed to students who are not attending to encourage them to engage. They are avoiding communication due to issues with self esteem, embarrassment, social pressure, falling behind, and communication anxiety

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation data	Source: DataQuest EL graduation rate: 2020-2021: 60% 2021-2022: 50% 2022-2023: 37.9% 2023-24: Data suppressed, fewer than 10 students out of 14 graduates SED graduation rate: 2018-19: 36.8% 2021-2022: 65% 2022-2023: 46.7% 2023-24: 63.6% Graduation rate for all students 2018-2019: 42.3% 2021-2022: 65.4% 2022-2023: 38.1% 2023-24: 63.2%	English Learners graduation rate: at least 55% graduate in 2024-25 Socioeconomically Disadvantaged graduation rate: at least 70% graduate in 2024-25 Graduation rate for all students: at least 60% graduate in 2024-25 Maintain a HiSET and CPP completion rate of 10%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	HiSET and CPP completion rate for the 2023-24 baseline is 9.5% HiSET and CPP completion rate for 2024-25 is 8.3%. In 2024-25 we will be graduating 12 students with PHS diplomas, and one HiSET completer. That gives us a tentative graduation rate for all students of 76.5%, above our Expected Outcome target.	

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, and 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)

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)
347	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)
400	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: Begin tracking HiSET and CPP completion rates with a 2023-24 baseline of 9.5%

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

Amount(s)	Source(s)
400	General Fund

	5800: Professional/Consulting Services And Operating Expenditures RU

Annual Review

SPSA Year Reviewed: 2024-25

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 declined to the point of being suppressed as a data point. The Socioeconomic Disadvantaged rate rebounded from the previous year's decline.

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 are continuing to create events and initiatives to take advantage of available Title I funds 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 added a HiSet and CPP completion metric of 10%. However, we may want to revise our HiSET and CPP target rate as a PHS diploma is the optimal outcome for a student, and if we are bringing in a higher diploma completion rate and lowing the HiSET rate, that would not be a negative result.

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. Families need to understand that Pilarcitos is a welcoming environment and a fully accredited high school.

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 and or adding district counselor/dual enrollment position located at PHS	.5 counselor in 2023-24, paid for with Mental Health and LCAP funds Counseor left; position was not filled for 2024-25	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)
100	Title I 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Dsitrict will provide a .5 counselor or alternative 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)

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)

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

Further develop the thermometer progress meter, and use a color code for diploma versus CPP and HiSET. Develop a timeframe for completion.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Signage and information to district families about the benefits of Pilarcitos

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
400	Title I 5000-5999: Services And Other Operating Expenditures Signs, flyers, posts

Annual Review

SPSA Year Reviewed: 2024-25

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 have been requested by parents in site council: a tracking thermometer.

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 has not been renewed by the district and at this writing there is discussion of how to replace that position.

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, 1 parent in 2024-25	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)
400	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)
400	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)
82	Title I Part A: Parent Involvement 0001-0999: Unrestricted: Locally Defined Family Engagement

Annual Review

SPSA Year Reviewed: 2024-25

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.

It has been made clear that we need to take and schedule time for parents to get to know the teacher and express their questions and concerns. Time is a the biggest challenge to implementing circles for parent engagement. PHS staff should strategize how to approach parents to see the change in their kids, and PHS has to earn the trust of students and parents. Parent engagement looks different at a continuation school: factors that influence parent engagement could be parent-student relationship, unstable relationships, and students concerned about having their parent, even if they are supportive, be at school or volunteering.

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, and new means of communication

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)
121	LCFF 5000-5999: Services And Other 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

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 practice in coordination with district RJ/RP facilitation 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)

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)

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

Engage students in the PHS mural project and hire mural artist to teach and involve students in their creation.

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

Amount(s)	Source(s)
4000	Other 5800: Professional/Consulting Services And Operating Expenditures Prop 28 allocations

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

Expand the UC Davis Elkus Ranch Agricultural Leadership program to 2X/year, fall and spring.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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: 2024-25

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 originally with funding from the Get Healthy San Mateo Grant, and now maintained 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	$6,650.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I	$2,047.00
Title I Part A: Parent Involvement	$82.00

Subtotal of additional federal funds included for this school: $2,129.00

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	$400.00
LCFF	$121.00
Other	$4,000.00

Subtotal of state or local funds included for this school: $4,521.00

Total of federal, state, and/or local funds for this school: $6,650.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	2047.00	0.00
Title I Part A: Parent Involvement	82.00	0.00
General Fund	400	0.00
LCFF	121.00	0.00
Other	4000	0.00

Expenditures by Funding Source

Funding Source	Amount
General Fund	400.00
LCFF	121.00
Other	4,000.00
Title I	2,047.00
Title I Part A: Parent Involvement	82.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	1,229.00
5000-5999: Services And Other Operating Expenditures	1,021.00
5800: Professional/Consulting Services And Operating Expenditures	4,400.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5800: Professional/Consulting Services And Operating Expenditures	General Fund	400.00

5000-5999: Services And Other Operating Expenditures	LCFF	121.00
5800: Professional/Consulting Services And Operating Expenditures	Other	4,000.00
0001-0999: Unrestricted: Locally Defined	Title I	1,147.00
5000-5999: Services And Other Operating Expenditures	Title I	900.00
0001-0999: Unrestricted: Locally Defined	Title I Part A: Parent Involvement	82.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,147.00
Goal 2	500.00
Goal 3	882.00
Goal 4	4,121.00

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
Martin Juarez	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:

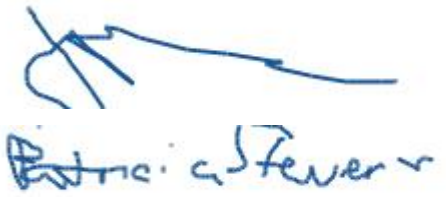
Signature	Committee or Advisory Group Name

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 5/20/2025.

Attested:



Principal, James Barnes on 5/20/2025

SSC Chairperson, Patricia Stevenson on 5/20/2025

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

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SUPERINTENDENT
Dr. Ramon Miramontes

GOVERNING BOARD
Mary Beth Alexander
Peter Cerneka
Lizet Cortes
Carmen Daniel
Breanna Lafontaine

MEMORANDUM

MEETING DATE: June 12, 2025
TO: Members of the Governing Board
FROM: Bianca Forrester, M.A.Ed., Associate Superintendent of Human Resources and Student Services
CATEGORY: Consent/Action
ITEM TITLE: Certificated Personnel Report

BACKGROUND INFORMATION

1. OFFERS OF EMPLOYMENT

Kaia Lindberg, 2/3 Teacher, Farallone View Elementary School, effective August 11, 2025.

Gloria Bazan Vega, TK Immersion Teacher, Hatch Elementary School, effective August 11, 2025.

2. RELEASE FROM ADMINISTRATIVE ASSIGNMENT

Brianna Richards, Interim Principal, Hatch Elementary School, effective June 13, 2025.

3. REASSIGNMENT

Brianna Richards, Assistant Principal, District, effective June 16, 2025.

FISCAL ANALYSIS

There is no impact to the budget at this time.

RECOMMENDATION

Staff recommends approval of the June 12, 2025, Certificated Personnel Report as submitted.

Prepared by: *Jackie Sullivan*

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SUPERINTENDENT
Dr. Ramon Miramontes

MEMORANDUM

MEETING DATE: June 12, 2025
TO: Members of the Governing Board
FROM: Bianca Forrester, M.A.Ed., Associate Superintendent of Human Resources & Student Services
CATEGORY: Consent/Action
ITEM TITLE: Classified Personnel Report

BACKGROUND INFORMATION

1. **OFFER OF EMPLOYMENT FOR 2025-26**

   Adriana Arambula, Food Service Assistant II, Hatch Elementary School, effective August 11, 2025.

2. **REASSIGNMENT**

   Diane Paoli, formerly Accounts Technician II (Payable), 8 hours/day to Accounts Technician II, (Receivable) 4 hours/day, effective July 1, 2025.

3. **RESIGNATION**

   Cady Rutherford, Paraprofessional Sped II, El Granada Elementary School, effective June 5, 2025.

   Morgan Dundas, Paraprofessional Sped II, Half Moon Bay High School, effective June 5, 2025.

FISCAL ANALYSIS

There is no impact to the budget at this time.

RECOMMENDATION

Staff recommends approval of the June 12, 2025, Classified Personnel Report.

Prepared by: *Jackie Sullivan*

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MEMORANDUM

MEETING DATE: June 12, 2025
TO: Members of the Governing Board
FROM: Bianca Forrester, M.A.Ed., Associate Superintendent of Human Resources and Student Services
CATEGORY: Consent/Action
ITEM TITLE: Approval of the Declaration of Need for Fully Qualified Educators for the 2025-26 School Year.

BACKGROUND INFORMATION

With the approval of Title 5 Regulations, starting July 1, 1994, the ability to employ or assign persons who are not appropriately credentialed for their assignment will be under the legal authority of the Commission on Teacher Credentialing.

A Declaration of Need for Fully Qualified Educators must be submitted annually to the Commission on Teacher Credentialing. This declaration is valid for no more than twelve months and expires on June 30, 2026.

REPORT/PROPOSAL

The declaration must include the following:

- Titles of Limited Assignment Permits the employing agency anticipates will be requested
- Efforts the employing agency made to recruit certificated individuals and to certify, assign, and develop fully-qualified individuals
- Verification that the declaration was adopted by a school district, county superintendent, or state school administrator

The 2025-2026 Declaration of Need for Fully-Qualified Educators anticipates emergency permits for the following areas: CLAD Credential, BCLAD Credential, Resource Specialist, and Emergency Transitional Kindergarten.

FISCAL ANALYSIS

There is no impact to the budget.

RECOMMENDATION

Staff recommends approval of the Declaration of Need for Fully Qualified Educators for the 2025-26 School Year.

Prepared by: *Jackie Sullivan*

State of California
Commission on Teacher Credentialing
Certification Division
651 Bannon Street, Suite 601
Sacramento, CA 95811

Email: DON@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2026

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Cabrillo Unified School District District CDS Code: 41

Name of County: San Mateo County CDS Code: 68890

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 6/12/2025 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

▶ ***Enclose a copy of the board agenda item***

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2026.

Submitted by (Superintendent, Board Secretary, or Designee):

Bianca Forrester		Associate Superintendent of Human Resources
Name	*Signature*	*Title*
650-638-8447	650-638-8447	06/03/2025
Fax Number	*Telephone Number*	*Date*

498 Kelly Ave. Half Moon Bay, CA 94019
Mailing Address

forresterb@cabrillo.k12.ca.us
EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

▶ ***Enclose a copy of the public announcement***

Submitted by Superintendent, Director, or Designee:

Name	*Signature*	*Title*
Fax Number	*Telephone Number*	*Date*

Mailing Address

EMail Address

▶ *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	**Estimated Number Needed**
CLAD/English Learner Authorization (applicant already holds teaching credential)	5
Bilingual Authorization (applicant already holds teaching credential)	5
List target language(s) for bilingual authorization: Spanish	
Resource Specialist	2
Teacher Librarian Services	
Emergency Transitional Kindergarten (ETK)	2

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	4
Single Subject	2
Special Education	2
TOTAL	8

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture	1	Mathematics	1
Art		Music	
Business		Physical Education	
Dance		Science: Biological Sciences	
English		Science: Chemistry	
Foundational-Level Math		Science: Geoscience	
Foundational-Level Science	1	Science: Physics	
Health		Social Science	
Home Economics		Theater	
Industrial & Technology Education		World Languages (specify)	

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? (●) Yes ( ) No

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program? (●) Yes ( ) No

If yes, how many interns do you expect to have this year? 2

If yes, list each college or university with which you participate in an internship program.

SF State, SJ State, Cal State East Bay, Stanford University, CalTEACH, National University

If no, explain why you do not participate in an internship program.

CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
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GOVERNING BOARD
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MEMORANDUM

MEETING DATE: June 12, 2025
TO: Members of the Governing Board
FROM: Bianca Forrester, M.A.Ed., Associate Superintendent of Human Resources and Student Services
CATEGORY: Consent/Action
ITEM TITLE: CUSD Initial Proposals for Negotiations (2025-26) with the Cabrillo Unified Teachers' Association

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, 2025, to begin in 2025-26. CUTA presented its Sunshine at the May 9, 2025, meeting of the Governing Board. The district has provided the Cabrillo Unified School Teacher's Association (CUTA) with its initial Sunshine reopener proposal. The district desires to open Article 9, "Evaluations," and Article 12 "Teaching Hours." The district's proposal is attached hereto.

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

In accordance with Government Code section 3547, the Governing Board is to receive the initial proposal at a Governing Board meeting to provide the opportunity for the public to make any comments regarding the proposal. After the Governing Board adopts the district's initial proposal, District and CUTA representatives will meet to begin the bargaining process.

Prepared by: *Bianca Forrester*

CABRILLO UNIFIED SCHOOL DISTRICT

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June 6, 2025

Initial Proposals of the Cabrillo Unified School District to the Cabrillo Unified Teachers Association

Pursuant to Article 23, section 23.2 of the collectively negotiated agreement between Cabrillo Unified School District ("District") and the Cabrillo Unified Teachers Association ("CUTA"), and pursuant to Government Code section 3547, the District proposes to negotiate the following as part of reopener negotiations for the 2025-2026 school year. Article 23, "Duration and Reopeners," section 23.2.1 of the CBA provides that, for the 2025-26 school year, reopener negotiations shall occur on Article 2, "Compensation," and Article 3, "Health and Welfare Benefits," and up to two (2) additional articles selected by each party.

Article 9: Evaluations

The District seeks to revise the evaluations section to conform industry wide best practices and bring clarity to inconsistent provisions, including but not limited to evaluation of unit members not assigned to the classroom. Additionally, the District would like to propose some revisions to the articles around Assistance Plan and Professional Practice Support Plan.

Article 12: Hours of Employment and Working Conditions

The District would like to propose some revisions to the articles around collaboration time, professional development, teacher work hours, and schedules, as well as Transitional Kindergarten and Kindergarten to help achieve District values.

The District looks forward to straightforward, constructive, and expeditious negotiations with the Association.

CABRILLO UNIFIED SCHOOL DISTRICT

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MEMORANDUM

MEETING DATE: June 12, 2025
TO: Members of the Governing Board
FROM: Bianca Forrester, M.A.Ed., Associate Superintendent of Human Resources and Student Services
CATEGORY: Consent/Action
ITEM TITLE: Approval of the CSEA Tentative Agreements for 2024-25

BACKGROUND INFORMATION

On or about April 8, 2025, and May 5, 2025, the Cabrillo Unified School District (District) and the California School Employees (CSEA) Local #485 met and negotiated in good faith. Tentative Agreements (TA) on Article 2, Compensation and Article 3, Health and Welfare Benefits, and Article 11, Leaves was reached. In addition the District and CSEA entered into a Memorandum of Understanding (MOU) entitled “Safety Shoe Allowance” for a pilot program to provide allowances for safety shoes for unit members in the following job classifications; Grounds Maintenance Worker, Maintenance Worker, Custodian I & II, Lead Custodian II and all unit members who serve in Food Services classifications. CSEA informed the district on or about May 20, 2025, that all Tentative Agreements and the MOU have been ratified by Association membership. The Governing Board must now ratify the agreement and Memorandum of Understanding in order for the district to implement the terms of the Tentative Agreement.

FISCAL ANALYSIS

The fiscal analysis is included in the CBO’s presentation to the Governing Board.

RECOMMENDATION

District staff recommend approval of the Tentative Agreement and the Memorandum of Understanding, Safety Shoe Allowance.

Prepared by: *Bianca Forrester*

TENTATIVE AGREEMENT

CABRILLO UNIFIED SCHOOL DISTRICT
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION AND ITS CHAPTER 485

May 5, 2025

The Cabrillo Unified School District ("District") and the California School Employees Association and its Chapter 485 ("CSEA") have reached the following Tentative Agreement ("TA").

ARTICLE VI - SALARY

The District and CSEA agree to modify the following provisions of Article VI:

6.8 ~~Salary Increase: 2021-2022 School Year: Effective July 1, 2021 the CSEA bargaining unit shall receive a 5% on schedule salary increase for the 2021-2022 fiscal year. The CSEA bargaining unit shall be entitled to the same compensation percentage increase that any other bargaining unit receives for the 2021-2022 school year, in the event that said increase exceeds 5%.~~

Salary Increase: 2024-2025 School Year: The salary schedule for the 2024-2025 school year shall be increased by 5.0% retroactive to January 1, 2025. This increase shall be in addition to the 2.0% increase that already went into effect on January 1, 2025, due to the passage of the November 2024 parcel tax and in accordance with the District's and CSEA's MOU, dated July 10, 2024.

***

ARTICLE VIII – HEALTH AND WELFARE BENEFITS

The District and CSEA agree to add the following to Article VIII, Section 8.1.5, Paragraph 4:

c. Effective July 1, 2025, the District shall contribute $200 per month to those unit members whose first date of paid service is on or after July 1, 2011, and who elect the Employee + 1 or full family plan. Unit members who elect the low plan (Employee + 1 or full family) of the lowest cost provider shall have the difference between the employee-only high plan and the employee-only low plan of the lowest cost provider be applied towards the cost of the Employee + 1 or full family plan. These amounts shall not be prorated per FTE.

***

The Parties agree to reconvene as soon as practicable to conclude the remainder of their negotiations for the 2024-25 school year.

Dated: 05-05-2025

For the District:

[redacted]

Dated: 05-05-2025

For the Association:

[redacted]

TENTATIVE AGREEMENT
BETWEEN
CABRILLO UNIFIED SCHOOL DISTRICT
AND
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION AND ITS CHAPTER 485

Having met and negotiated in good faith, the Cabrillo Unified School District ("District") and California School Employees Association and its Chapter 485 (collectively "Parties"), have reached the following Tentative Agreement ("TA").

ARTICLE XI
LEAVES

11.1 Bereavement Leave: Every employee shall be granted necessary leave of absence with pay not to exceed ~~three (3)~~ five (5) days on account of death of any member of his/her immediate family.

~~If 200 miles or more of travel is required on account of the death of the immediate family member, or if the death is of the employee's spouse or child, then the employee shall be entitled to an additional two paid (2) days of bereavement leave.~~

~~If fewer than 200 miles of travel is required, or if the death is not of the employee's spouse or child, then the employee shall be entitled to an additional two (2) unpaid days of bereavement leave, except that the employee may use any available sick leave, personal necessity leave, or accrued vacation for said days.~~

Bereavement leave shall be completed within three (3) months of the date of the death of the family member. Upon request, the employee shall provide documentation of the death of the family member within thirty (30) days of the first day of the leave.

11.1.1 "Immediate family" means mother, father, mother-in-law, father-in-law, grandmother, grandfather, grandchild, husband, wife, son, son-in-law, daughter, daughter in-law, brother or sister, stepmother, stepfather, stepchild, domestic partner, legal guardian, foster children of the unit member or spouse, or any relative living in the immediate household.

11.1.2 In those instances where a special relationship exists, the ~~Director of Personnel~~ Human Resources Department, may upon request, grant one (1) day's bereavement leave without loss of pay on account of the death of an individual not identified under 11.1.1. Employees may use available personal necessity days for additional bereavement leave.

///

11.14 Reproductive Loss Leave

A unit member is entitled upon request to take up to five (5) days of leave following a reproductive loss event (i.e., miscarriage, stillbirth, failed adoption, failed surrogacy, or an unsuccessful assisted reproduction). Leave may be taken nonconsecutively. Reproductive loss leave shall not exceed twenty (20) days within a 12-month period if a unit member experiences more than one reproductive loss event.

Leave shall be completed within three (3) months of the reproductive loss event. However, if a unit member is on or elects to go on any leave provided under state or federal law, then leave shall be completed within three (3) months of the end date of the other leave.

Reproductive loss leave shall be unpaid, except that a unit member may use their accrued and available sick leave.

***

Except as specified herein, the Parties agree that the remainder of the above article will remain unchanged.

The Parties further agree to reconvene as soon as practicable to bargain in good faith the remaining articles sun-shined by the Parties for these negotiations.

Dated: April 8, 2025

CABRILLO UNIFIED SCHOOL DISTRICT

[redacted]

Bianca Forrester
Associate Superintendent

CSEA CHAPTER 485

[redacted]

Shane Modena
Chapter President

MEMORANDUM OF UNDERSTANDING

Between
Cabrillo Unified School District
And
California School Employees Association And Its Chapter 485

May 5, 2025

Safety Shoe Allowance

The Cabrillo Unified School District ("District") and the California School Employees Association and its Chapter #485 ("CSEA") (collectively, "Parties") share a mutual interest in ensuring that unit members in the Food Services and Custodial and Maintenance classifications wear appropriate footwear to ensure their safety while at work.

The intent of this Memorandum of Understanding ("MOU") is to provide Food Services and Custodial and Maintenance unit members with a stipend intended for the purchase of certain shoes to be worn at work in order to promote workplace safety. Therefore, having met and negotiated in good faith, and in the interest of harmonious labor relations, the District and CSEA agree to the following, subject to approval by the District's Governing Board:

1. For the 2025-2026 school year, bargaining unit members in the following Custodial and Maintenance classifications will receive a one-time shoe stipend of $200.00. The stipend must be used towards the purchase of a closed-toed shoe or boot that provides toe protection (such as steel, composite, aluminum, or carbon fiber) and a non-slip sole. This stipend shall apply only to the following classifications:
    a. Grounds Maintenance Worker
    b. Maintenance Worker
    c. Custodian I
    d. Custodian II
    e. Lead Custodian II

2. For the 2025-2026 school year, bargaining unit members in the Food Services classifications will receive a one-time shoe stipend of $100.00. The stipend must be used towards the purchase of a closed-toed, slip-resistant outsole shoe.

3. The above-referenced bargaining unit members will be required to wear shoes that meet the above specifications to work every day. Unit members who fail to wear shoes that conform to the requirements of this MOU may be subject to discipline.

4. This MOU is effective July 1, 2025, and expires June 30, 2026, unless extended by mutual agreement by the District and CSEA.

5. This MOU is entered into voluntarily, is final and binding on the Parties, and satisfies the District's obligation to meet and negotiate the matters described in this MOU.

Dated: May 5, 2025

For CSEA:

[redacted]

For District:

[redacted]

CABRILLO UNIFIED SCHOOL DISTRICT

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

SUPERINTENDENT
Dr. Ramon Miramontes

GOVERNING BOARD
Mary Beth Alexander
Peter Cerneka
Lizet Cortes
Carmen Daniel
Breanna Lafontaine

MEMORANDUM

MEETING DATE: June 12, 2025
TO: Members of the Governing Board
FROM: Bianca Forrester, MA.Ed., Associate Superintendent
CATEGORY: Consent/Action
ITEM TITLE: Acknowledgement of Receipt of Classified School Employees Association, Chapter #485 (CSEA) Initial Proposals for Successor Negotiations

BACKGROUND INFORMATION

The Cabrillo Unified Classified School Employees Association, Chapter #485 (CSEA) notified the Cabrillo Unified School District on June 2, 2025, that is wishes to negotiate changes to the current collective bargaining agreement expiring June 30, 2025. CSEA identified the following initial proposals:

Article 6: Salary
- A fair and equitable wage increase for all unit members.
- Improvements to longevity increments.
- Reassessing classification placements on salary schedule.
- Instituting a regularly scheduled salary survey conducted by the district.

Article 8: Health and Welfare Benefits
- Improving contribution rates to healthcare premiums.
- Exploring alternative dental insurance options.

Article 11: Leaves
- Increasing the number of “no tell” days.

Article 13: Promotions
- Ensuring fair hiring practices with unit member involvement.

Multiple Articles:
- Removing and changing references to obsolete practices and forms.

The California School Employees Association and its Cabrillo Chapter #485 reserves the right to make additional proposals at any time during the bargaining process; including but not limited to responses to proposals made by the district.

REPORT/PROPOSAL

In accordance with Government Code section 3547, the Governing Board is to receive the initial proposals at a Governing Board meeting to provide the opportunity for the public to comment

FISCAL ANALYSIS

There is no fiscal impact to the General Fund.

RECOMMENDATION

Staff recommends that the Governing Board accept CSEA Chapter #485's initial proposals and allow time for public comment.

Prepared by: *Jackie Sullivan*

Initial Proposal of the
California School Employees Association (CSEA) and its Cabrillo Chapter #485
To the Cabrillo Unified School District
For the 2025-2028 Contract Negotiations

CSEA desires to alter or amend the current collective bargaining agreement, which expires on June 30, 2025, as follows:

Article 6: Salary

CSEA has an interest in:

- A fair and equitable wage increase for all unit members.
- Improvements to longevity increments.
- Reassessing classification placements on salary schedule.
- Instituting a regularly scheduled salary survey conducted by the District.

Article 8: Health and Welfare Benefits

CSEA has an interest in:

- Improving contribution rates to healthcare premiums.
- Exploring alternative dental insurance options.

Article 11: Leaves

CSEA has an interest in increasing the number of "no tell" days.

Article 13: Promotions

CSEA has an interest in ensuring fair hiring practices with unit member involvement.

Multiple Articles:

CSEA has an interest in removing and changing references to obsolete practices and forms.

The California School Employees Association and its Cabrillo Chapter #485 reserves the right to make additional proposals at any time during the bargaining process; including but not limited to responses to proposals made by the District.

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MEMORANDUM

MEETING DATE: June 12, 2025
TO: Members of the Governing Board
FROM: Jennifer Marsh, Chief Business Officer
CATEGORY: Consent/Action
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.

REPORT/PROPOSAL

2024-25 Enrollment Report Period 10.

FISCAL ANALYSIS

Enrollment data is entered into the LCFF calculator for funding purposes.

RECOMMENDATION

Receive the CUSD Enrollment Report as submitted.

Prepared by: *Holly Lynne*

CABRILLO UNIFIED SCHOOL DISTRICT
2024-2025 SCHOOL YEAR
ENROLLMENT REPORT

School Month No. **10** **Date:** **5/30/2025**

Grade	El Granada	Farallone View	Hatch	Kings Mountain	Cunha	Half Moon Bay High	Pilarcitos	Home & Independent Study	TOTALS
TK	31	24	48	7	-	-	-	0	110
K	49	22	66	6	-	-	-	0	143
1	55	25	91	11	-	-	-	0	182
2	50	25	97	8	-	-	-	0	180
3	42	25	85	10	-	-	-	0	162
4	53	32	86	2	-	-	-	0	173
5	47	22	77	3	-	-	-	0	149
6	-		-	-	172	-	-	1	173
7	-	-	-	-	160	-	-	0	160
8	-	-	-	-	190	-	-	0	190
9	-	-	-	-	-	218	0	1	219
10	-	-	-	-	-	196	8	4	208
11	-	-	-	-	-	238	12	9	259
12	-	-	-	-	-	225	17	10	252
TOTAL ENROLLMENT	**327**	**175**	**550**	**47**	**522**	**877**	**37**	**25**	**2560**
Total Enrollment as of 5/17/2024	341	155	551	44	547	959	39	16	2652
Difference between 5/17/2024 Total Enrollment and 5/30/2025 Total Enrollment	**-14**	**20**	**-1**	**3**	**-25**	**-82**	**-2**	**9**	**-92**
Total Enrollment as of 5/2/2025	327	175	553	46	521	879	36	25	2562
Difference between 5/2/2025 Total Enrollment and 5/30/2025 Total Enrollment	**0**	**0**	**-3**	**1**	**1**	**-2**	**1**	**0**	**-2**

CABRILLO UNIFIED SCHOOL DISTRICT

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MEMORANDUM

MEETING DATE: June 12, 2025
TO: Members of the Governing Board
FROM: Jennifer Marsh, Chief Business Officer
CATEGORY: Consent/Action
ITEM TITLE: Approval of Donations to Cabrillo Unified School District

BACKGROUND INFORMATION

Pursuant to Governing Board Policy 3290, the Governing Board is to accept donations on behalf of the district or any school in the district.

The Governing Board routinely reviews the monthly donation reports.

REPORT/PROPOSAL

Summary Site Donations 06/12/2025.

FISCAL ANALYSIS

There is no financial impact on the General Fund.

RECOMMENDATION

Approve as submitted.

Prepared by: *Holly Lynne*

June 12, 2025 Board Meeting
Summary Site Donations

Site	Items	Donor	Amount	Site Total Donations
HMBHS	Money for the Counseling Department Scholarship	John Nieman & Margaret O'Hearn Wright	$75	
HMBHS	Money for the Drama Club	Anonymous	$10,000	
				$10,075

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MEMORANDUM

MEETING DATE: June 12, 2025
TO: Members of the Governing Board
FROM: Jennifer Marsh, Chief Business Officer
CATEGORY: Consent/Information
ITEM TITLE: Information on Warrant Register Processed

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).

REPORT/PROPOSAL

Staff hereby presents to the CUSD Board the warrants processed from May 2025 to May 31, 2025.

FISCAL ANALYSIS

The register of warrants processed by CUSD indicates all CUSD financial activity. The total warrant/ETF amount is $1,357,232.03 for the month of May 2025.

RECOMMENDATION

Receive the warrant register processed for the May 2025 period.

Prepared by: *Holly Lynne*

ACCOUNTS PAYABLE WARRANT/EFT REPORT

Report Cover Sheet

General Settings

Report Name	ACCOUNTS PAYABLE WARRANT/EFT REPORT
Printed	5/30/2025 1:36:06 PM
District	41
Logon	MarshJ
Fiscal Year	2025

Options

Report Title	050125-053125 WARRANT REGISTER

Sorting

Sort By	Warrant/EFT#

Filters

Payment Type	District
Form of Payment	ALL
From Date Paid	05/01/2025
To Date Paid	05/31/2025
Year	2025
District	41

050125-053125 WARRANT REGISTER
41 Cabrillo Unified School District **Fiscal Year: 2025**

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
W-625833	011715-01 EARTH SYSTEMS	05/01/2025	3,867.50	PO250396-0005	3,867.50	21-9711-0-9664-8520-5800-331	850480
W-625834	011622-01 VALENCIA'S PAINT	05/01/2025	11,200.00	PO251032-0001	11,200.00	21-9711-0-9667-8520-5603-105	JV-2025-0111
W-625835	011589-01 A+ LIVESCAN SERV	05/01/2025	605.00	PV250874-0001	605.00	01-0000-0-0000-7400-5800-750	20456A
W-625836	011264-01 BLACK TIE TRANSP	05/01/2025	3,361.42	PO250854-0001	1,680.71	01-3010-0-1110-3600-5210-740	6524711
			3,361.42	PO250854-0002	1,680.71	01-3010-0-1110-3600-5210-740	6524712
W-625837	005218-01 BUS WEST	05/01/2025	98.81	PO250100-0003	98.81	01-9723-0-0000-3600-5603-788	XA410058753:01
W-625838	012244-01 DOUG FORSTER	05/01/2025	54.62	PO250952-0001	54.62	01-0107-0-1210-2700-4300-107	REIMB_MAR25
W-625839	005779-01 HD SUPPLY	05/01/2025	478.11	PO250136-0026	478.11	01-8150-0-0000-8110-4300-780	861566305
W-625840	011905-01 LESLYE VALENCIA	05/01/2025	370.72	TC250090-0001	370.72	01-6010-0-1110-4000-5200-101	REIMB_25
W-625841	011989-01 SHRED WORKS INC.	05/01/2025	45.00	PO250279-0010	45.00	01-0000-0-0000-7300-5800-720	71628
W-625842	009413-02 SOUTHERN COUNTIE	05/01/2025	1,136.34	PO250086-0018	1,136.34	01-9723-0-0000-3600-4300-788	342790
W-625843	009346-01 U S BANK CORP PA	05/01/2025	104.58	PV250887-0001	104.58	11-6391-0-4110-1000-4300-561	4246-0470-0103-6
W-625844	008079-01 ALVAREZ, ESTEFAN	05/01/2025	44.00	PV250877-0001	44.00	01-0000-0-0000-7300-4300-720	4/25/25
W-625845	011909-01 ARCADIO'S PRODUC	05/01/2025	291.60	PO250193-0033	291.60	13-5466-0-0000-3700-4710-331	372779
W-625846	008911-01 DAVID'S BAGELS	05/01/2025	187.00	PO250212-0055	55.00	13-5310-0-0000-3700-4712-331	41300
			187.00	PO250212-0056	77.00	13-5310-0-0000-3700-4712-331	41303
			187.00	PO250212-0057	55.00	13-5310-0-0000-3700-4712-331	41326
W-625847	009571-01 GOLD STAR FOODS	05/01/2025	447.08	PO250244-0116	52.58	13-5310-0-0000-3700-4710-331	8642941
			447.08	PO250244-0119	163.97	13-5310-0-0000-3700-4710-331	8762317
			447.08	PO250244-0120	5.48	13-5310-0-0000-3700-4711-331	8792916
			447.08	PO250244-0122	166.24	13-5310-0-0000-3700-4712-331	8737867
			447.08	PO250244-0123	58.81	13-5310-0-0000-3700-4710-211	8757238

050125-053125 WARRANT REGISTER
41 Cabrillo Unified School District **Fiscal Year: 2025**

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
W-625848	005432-02 QUILL CORPORATIO	05/01/2025	80.85	PV250878-0001	80.85	01-0000-0-0000-7300-4300-720	43743184
W-625849	004981-01 STRAW HAT PIZZA	05/01/2025	569.62	PO250228-0055	509.66	13-5310-0-0000-3700-4710-331	46458
			569.62	PO250228-0056	59.96	13-5310-0-0000-3700-4710-335	46459
W-625850	009571-01 GOLD STAR FOODS	05/01/2025	4,729.36	PO250244-0121	724.76	13-5310-0-0000-3700-4712-331	8723277
			4,729.36	PO250244-0118	146.00	13-5310-0-0000-3700-4710-331	8692028
			4,729.36	PO250244-0124	39.64	13-5310-0-0000-3700-4712-331	8676260
			4,729.36	PO250244-0125	19.18	13-5310-0-0000-3700-4711-331	8762242
			4,729.36	PO250244-0125	1,544.95	13-5310-0-0000-3700-4710-331	8762242
			4,729.36	PO250244-0125	303.63	13-5310-0-0000-3700-4712-331	8762242
			4,729.36	PV250876-0001	1,951.20	01-0111-0-1410-3161-4300-740-0102	8757263
W-625851	004981-01 STRAW HAT PIZZA	05/01/2025	569.62	PO250228-0057	509.66	13-5310-0-0000-3700-4710-331	46461
			569.62	PO250228-0054	59.96	13-5310-0-0000-3700-4710-335	46457
W-625852	005163-01 SYSCO FOOD SERVI	05/01/2025	3,038.05	PO250245-0051	627.79	13-5310-0-0000-3700-4712-211	750311306
			3,038.05	PO250245-0052	1,187.14	13-5310-0-0000-3700-4712-331	750306440
			3,038.05	PO250245-0052	579.31	13-5310-0-0000-3700-4710-331	750306440
			3,038.05	PO250245-0052	643.81	13-5310-0-0000-3700-4790-331	750306440
W-625853	012240-01 CARMEN DANIEL	05/01/2025	58.18	PV250870-0001	58.18	01-0000-0-0000-7110-5200-710	040825 REIMB.
W-625854	011622-01 VALENCIA'S PAINT	05/01/2025	1,120.00	PO251032-0002	1,120.00	21-9711-0-9667-8520-5603-105	JV-2025-0418
W-625855	011715-01 EARTH SYSTEMS	05/01/2025	2,100.00	PO250396-0004	2,100.00	21-9711-0-9664-8520-5800-331	849247
W-625856	009750-01 CINTAS	05/01/2025	67.09	PV250879-0001	67.09	01-8150-0-0000-8110-5603-780	4224957995_REISS
W-625857	000583-01 DEPARTMENT OF JU	05/01/2025	196.00	PV250875-0001	196.00	01-0000-0-0000-7400-5800-750	705561
W-625858	012250-01 EZEQUIEL DOLORES	05/01/2025	16,850.00	PO250858-0002	2,000.00	01-8150-0-0000-8110-5603-780	154

050125-053125 WARRANT REGISTER
41 Cabrillo Unified School District **Fiscal Year: 2025**

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			16,850.00	PO251031-0001	14,850.00	01-8150-0-0000-8110-5603-780	164
W-625859	012107-01 NORA FLORES	05/01/2025	28.00	TC250089-0001	28.00	01-2600-0-0000-2140-5200-000	MILEAGE_APR25
W-625860	011902-02 PITNEY BOWES GLO	05/01/2025	1,771.53	PV250891-0001	1,771.53	01-0000-0-0000-7300-5601-720	3107197418
W-625861	009675-02 READY REFRESH BY	05/01/2025	158.92	PO250062-0019	79.46	01-2600-0-0000-2490-4300-000	15D0034251553
			158.92	PO250062-0019	79.46	12-6105-0-0001-1000-4300-100	15D0034251553
W-625862	009206-01 TRADE CREDIT SER	05/01/2025	3,790.31	PO250140-0020	2,007.26	01-0000-0-0000-8220-4300-785	1662447217
			3,790.31	PO250140-0020	1,783.05	01-8150-0-0000-8110-4300-780	1662447217
W-625863	009346-01 U S BANK CORP PA	05/01/2025	7,092.68	PO250061-0005	940.91	01-2600-0-0000-2490-4300-000	4246-0470-0103-6
			7,092.68	PO250954-0001	4,262.45	01-6383-0-3802-2490-4300-331	4246-0470-0103-6
			7,092.68	PO250894-0001	654.92	01-6383-0-3805-2490-4300-331	4246-0470-0103-6
			7,092.68	PO250338-0009	415.08	01-6010-0-1110-4000-4300-101	4246-0470-0103-6
			7,092.68	PV250880-0001	199.00	01-9723-0-0000-3600-5800-788	4246-0470-0103-6
			7,092.68	PV250881-0001	42.66	01-0000-0-0000-7111-4300-750	4246-0470-0103-6
			7,092.68	PV250881-0001	42.66	01-0000-0-0000-7112-4300-750	4246-0470-0103-6
			7,092.68	PV250882-0001	21.00	01-0000-0-0000-7112-4300-750	4246-0470-0103-6
			7,092.68	PV250884-0001	65.00	01-0000-0-0000-7300-4300-720	4246-0470-0103-6
			7,092.68	PV250885-0001	99.00	01-0000-0-0000-7300-4300-720	4246-0470-0103-6
			7,092.68	PV250886-0001	235.00	01-0000-0-0000-7300-4300-720	4246-0470-0103-6
			7,092.68	PV250888-0001	25.00	01-7010-0-3800-1000-5200-331	4246-0470-0103-6
			7,092.68	PV250889-0001	25.00	01-7010-0-3800-1000-5200-331	4246-0470-0103-6
			7,092.68	PV250890-0001	65.00	01-0000-0-0000-7300-4300-720	4246-0470-0103-6
W-626923	011909-01 ARCADIO'S PRODUC	05/06/2025	361.20	PO250193-0034	361.20	13-5466-0-0000-3700-4710-331	375606

050125-053125 WARRANT REGISTER
41 Cabrillo Unified School District **Fiscal Year: 2025**

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
W-626924	008911-01 DAVID'S BAGELS	05/06/2025	77.00	PO250212-0058	77.00	13-5310-0-0000-3700-4712-331	41332
W-626925	006946-01 JUAREZ, ADRIANA	05/06/2025	9.22	PV250894-0001	9.22	13-5310-0-0000-3700-4710-331	043025
W-626926	005163-01 SYSCO FOOD SERVI	05/06/2025	948.34	PO250245-0053	375.85	13-5310-0-0000-3700-4712-331	750326197
			948.34	PO250245-0053	572.49	13-5310-0-0000-3700-4710-331	750326197
W-627567	010782-01 BENDANA, LIZETH	05/08/2025	92.25	PO250625-0004	92.25	01-9665-0-1110-2140-4300-000	REIMB_2025
W-627568	011520-01 BOEWER, ANDREA	05/08/2025	31.40	PV250892-0001	31.40	01-0000-0-0000-7300-5903-720	REIMB_2025
W-627569	000583-01 DEPARTMENT OF JU	05/08/2025	539.00	PV250893-0001	539.00	01-0000-0-0000-7400-5800-750	692642
W-627570	008861-01 ELLEN SILVA CREA	05/08/2025	400.00	PO250472-0008	400.00	01-6770-0-1110-1000-5800-335	7244
W-627571	000380-01 ODP BUSINESS SOL	05/08/2025	586.59	PO250986-0002	16.55	01-0331-0-1354-1000-4300-331	419557522001
			586.59	PO250986-0003	19.69	01-0331-0-1354-1000-4300-331	419556358001
			586.59	PO250986-0004	16.55	01-0331-0-1354-1000-4300-331	419556269001
			586.59	PO250986-0005	246.37	01-0331-0-1354-1000-4300-331	418594945001
			586.59	PO250986-0006	51.18	01-0331-0-1354-1000-4300-331	418600184001
			586.59	PO250081-0014	236.25	01-0000-0-0000-7300-4300-720	416791555001
W-627572	000749-01 SEGURA, ROSALVA	05/08/2025	491.91	TC250091-0001	491.91	01-2600-0-0000-2140-5200-000	MILEAGE_2024
W-627573	011517-01 YOUNG AUDIENCES	05/08/2025	2,354.00	PO251029-0001	235.40	01-0105-0-1310-1000-4300-105	2025-10172
			2,354.00	PO251029-0001	2,118.60	01-3010-0-1110-1000-4300-105	2025-10172
W-627574	012020-01 ALVAREZ, MARIANN	05/08/2025	77.92	PO250908-0001	77.92	01-0331-0-1205-1000-4300-331	REIMB_MAR25
W-627575	011760-01 MARABEL, TATIANA	05/08/2025	2,000.00	PO250765-0007	2,000.00	01-0000-0-0000-2421-5800-790	0007_04302025
W-627576	000380-01 ODP BUSINESS SOL	05/08/2025	19.69	PO250986-0001	19.69	01-0331-0-1354-1000-4300-331	419557603001
W-627577	000380-04 OFFICE DEPOT	05/08/2025	289.23	PO251009-0001	90.67	01-0107-0-1210-2700-4300-107	419223907001
			289.23	PO251009-0002	124.59	01-0107-0-1210-2700-4300-107	419223904001

050125-053125 WARRANT REGISTER
41 Cabrillo Unified School District **Fiscal Year: 2025**

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			289.23	PO251009-0003	9.67	01-0107-0-1210-2700-4300-107	4192222802001
			289.23	PO251009-0004	64.30	01-0107-0-1210-2700-4300-107	419223908001
W-627578	000550-01 PACIFIC GAS AND	05/08/2025	118,430.15	PO250078-0019	2,834.48	01-0000-0-0000-8205-5502-720	0130358105-0_041
			118,430.15	PO250078-0019	9,169.36	01-0000-0-0000-8205-5502-101	0130358105-0_041
			118,430.15	PO250078-0019	6,051.60	01-0000-0-0000-8205-5502-103	0130358105-0_041
			118,430.15	PO250078-0019	1,928.31	01-0000-0-0000-8205-5502-105	0130358105-0_041
			118,430.15	PO250078-0019	3,429.08	01-0000-0-0000-8205-5502-107	0130358105-0_041
			118,430.15	PO250078-0019	4,667.32	01-0000-0-0000-8205-5502-211	0130358105-0_041
			118,430.15	PO250078-0019	85,539.03	01-0000-0-0000-8205-5502-331	0130358105-0_041
			118,430.15	PO250078-0019	4,810.97	01-0000-0-8120-8120-5502-331	0130358105-0_041
W-627579	008800-03 PLAYWORKS EDUCAT	05/08/2025	2,000.00	PO251038-0001	2,000.00	01-3010-0-1110-1000-4300-105	INV0015773
W-627580	012239-01 SCOOT EDUCATION	05/08/2025	2,439.47	PO250810-0012	2,439.47	01-0000-0-1110-1000-5800-105-SUB	118927
W-627581	008079-01 ALVAREZ, ESTEFAN	05/08/2025	21.00	PV250897-0001	21.00	01-0000-0-0000-7300-5200-720	04/30/25
W-627582	008938-02 AMAZON CAPITAL S	05/08/2025	95.90	PV250901-0001	95.90	13-5310-0-0000-3700-4300-331	1V7Y-W6PM-RL6P
W-627583	011375-01 BHATIA, LETICIA	05/08/2025	141.40	PV250896-0001	141.40	01-0111-0-1110-1000-5200-740-0101	4/03 & 04
W-627584	012276-01 FIERY GINGER FAR	05/08/2025	1,074.60	PV250902-0001	1,074.60	01-7810-0-0000-3700-4710-000	23873
W-627585	006767-01 KRABBENSCHMIDT,	05/08/2025	100.80	PV250899-0001	100.80	12-6105-0-0001-1000-5200-100	4/11/25 & 4/12/2
W-627586	000499-03 NASCO	05/08/2025	764.98	PO251017-0003	13.19	01-9354-0-1110-1000-4300-556	808072
			764.98	PO251018-0001	358.05	01-9354-0-1110-1000-4300-556	808860
			764.98	PO251019-0001	393.74	01-9354-0-1110-1000-4300-556	808859
W-627587	004891-01 ORKIN EXTERMINAT	05/08/2025	172.00	PO250215-0011	172.00	13-5310-0-0000-8205-5504-331	279175285
W-627588	004143-02 RICOH USA INC	05/08/2025	793.29	PO250257-0016	793.29	01-0000-0-0000-7300-4300-720	5071181306

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W-627589	008938-01 AMAZON CAPITAL S	05/08/2025	181.15	PV250900-0001	181.15	01-7810-0-1500-3700-4300-000	17HQ-197V-R9D6
W-627590	012010-01 ANDREW BICKFORD	05/08/2025	1,305.22	PO251042-0001	1,305.22	01-0111-0-1110-1000-4300-211-0301	VARIOUR
W-627591	010866-01 FELTS, BRYAN	05/08/2025	198.59	PV250895-0001	198.59	01-9538-0-6001-1000-5200-000	APRIL
W-627592	008337-01 JONES, DAVID	05/08/2025	140.49	PV250898-0001	140.49	01-3550-0-3800-1000-5200-331	04/03/25 & 04/04
W-627593	007561-01 PERRICK, PATRICI	05/08/2025	25.68	PV250903-0001	25.68	01-0211-0-1310-1000-4300-211	04/28/25
W-628687	011909-01 ARCADIO'S PRODUC	05/13/2025	280.80	PO250193-0035	280.80	13-5466-0-0000-3700-4710-331	37722
W-628688	008911-01 DAVID'S BAGELS	05/13/2025	55.00	PO250212-0059	55.00	13-5310-0-0000-3700-4712-331	41358
W-628689	004981-01 STRAW HAT PIZZA	05/13/2025	59.96	PO250228-0058	59.96	13-5310-0-0000-3700-4710-335	46464
W-628690	005163-01 SYSCO FOOD SERVI	05/13/2025	889.81	PO250245-0054	889.81	13-5310-0-0000-3700-4712-211	750345170
W-628691	005837-01 BIG CREEK LUMBER	05/13/2025	122.00	PO250134-0033	11.09	01-8150-0-0000-8110-4300-780	2404408
			122.00	PO250134-0034	35.02	01-8150-0-0000-8110-4300-780	2408291
			122.00	PO250134-0035	75.89	01-8150-0-0000-8110-4300-780	2408190
W-628692	000128-01 FOLLETT CONTENT	05/13/2025	102.13	PO250965-0001	102.13	01-9450-0-1110-1000-4300-103	567518
W-628693	000550-01 PACIFIC GAS AND	05/13/2025	2,943.03	PO250078-0020	2,943.03	01-0000-0-0000-8205-5502-601	5189451218-8
W-628694	012108-02 RELIAS LLC	05/13/2025	120.80	PO250294-0011	120.80	11-3926-0-4110-1000-4300-561	SI-423416
W-628695	009508-01 RESOURCE SOLUTIO	05/13/2025	982.06	PO250130-0021	982.06	01-8150-0-0000-8110-4300-780	34707
W-628696	008412-01 TOTAL SCHOOL SOL	05/13/2025	4,142.94	PV250905-0001	4,142.94	01-0000-0-0000-7300-5800-720	18-4791
W-628697	009571-01 GOLD STAR FOODS	05/13/2025	1,942.62	PO250244-0126	35.62	13-5310-0-0000-3700-4711-331	8799667
			1,942.62	PO250244-0127	1,377.16	13-5310-0-0000-3700-4710-331	8826903
			1,942.62	PO250244-0127	529.84	13-5310-0-0000-3700-4712-331	8826903
W-628698	004981-01 STRAW HAT PIZZA	05/13/2025	509.66	PO250228-0059	509.66	13-5310-0-0000-3700-4710-331	46463
W-628699	010760-01 THE LUNCH MASTER	05/13/2025	43,901.05	PO250259-0041	19,885.50	13-5310-0-0000-3700-4710-105	CUHA043025

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			43,901.05	PO250259-0042	7,304.20	13-5310-0-0000-3700-4710-101	CUEG043025
			43,901.05	PO250259-0043	4,994.45	13-5310-0-0000-3700-4710-103	CUFV043025
			43,901.05	PO250259-0044	2,377.15	13-5310-0-0000-3700-4710-107	CUKM043025
			43,901.05	PO250259-0045	9,339.75	13-5310-0-0000-3700-4710-211	CUMC043025
W-628700	011898-01 APPROACH LLC	05/13/2025	4,216.00	PO250076-0011	4,216.00	11-6391-0-4110-2700-5100-561	4835
W-628701	008304-01 CALIFORNIA WATER	05/13/2025	495.13	PO250263-0010	495.13	01-0000-0-0000-8205-5503-107	2188039386-04282
W-628702	012254-01 HOWARD TECHNOLOG	05/13/2025	754.69	PO250905-0001	754.69	01-0331-0-1354-1000-4300-331	5308722025
W-629503	012011-01 SMCSIG-HEALTH CA	05/15/2025	389,939.62	PV250869-0001	362,797.85	01-0000-0-0000-0000-9564-000	MAY 2025
			389,939.62	PV250869-0001	27,141.77	01-0000-0-0000-0000-9553-000	MAY 2025
W-629504	009663-01 ATKINSON ANDELSO	05/15/2025	9,687.10	PO250643-0004	8,470.47	01-0000-0-0000-2100-5810-730	746095
			9,687.10	PO250643-0005	1,216.63	01-0000-0-0000-2100-5810-730	742794
W-629505	011562-01 HOPSKIPDRIVE INC	05/15/2025	12,105.52	PO250420-0007	3,919.77	01-6500-0-5750-1180-5863-730	29038
			12,105.52	PO250420-0008	4,867.31	01-6500-0-5750-1180-5863-730	28226
			12,105.52	PO250420-0009	3,318.44	01-6500-0-5750-1180-5863-730	27410
W-629506	001026-04 SCHOOL SPECIALTY	05/15/2025	195.73	PO250879-0001	195.73	01-9664-0-1110-1000-4300-000	208135436535
W-629507	012239-01 SCOOT EDUCATION	05/15/2025	2,260.00	PO250810-0013	2,260.00	01-0000-0-1110-1000-5800-105-SUB	120012
W-629508	011976-01 EDTHEORY LLC	05/15/2025	17,136.00	PO250644-0007	17,136.00	01-6500-0-5760-1180-5867-730	9158
W-629509	011958-01 NICOLE WALTERS	05/15/2025	8,560.00	PO250425-0007	2,790.00	01-6500-0-5750-1180-5864-730	9
			8,560.00	PO250425-0008	3,330.00	01-6500-0-5750-1180-5864-730	8
			8,560.00	PO250425-0009	2,440.00	01-6500-0-5750-1180-5864-730	7
W-629510	011171-01 ON POINT LANGUAG	05/15/2025	18,612.52	PO250740-0006	14,273.62	01-6500-0-5001-2100-5800-730	SPED/04-2025
			18,612.52	PO250740-0007	2,005.40	01-6500-0-5001-2100-5800-730	SPED/03-20225

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Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			18,612.52	PO250740-0008	2,333.50	01-6500-0-5001-2100-5800-730	SPED/02-2025
W-629511	008523-01 THE SPEECH PATHO	05/15/2025	135,569.17	PO250428-0013	18,554.55	01-6500-0-5760-1180-5867-730	INV031595
			135,569.17	PO250428-0014	60,592.45	01-6500-0-5760-1180-5867-730	INV031540
			135,569.17	PO250428-0015	13,253.25	01-6500-0-5760-1180-5867-730	INV031336
			135,569.17	PO250428-0016	43,168.92	01-6500-0-5760-1180-5867-730	INV0311494
W-629512	008447-02 ULINE	05/15/2025	1,656.65	PO251002-0001	1,656.65	01-7370-0-1110-1000-4300-331	192009060
W-629513	012069-01 AYA HEALTHCARE I	05/15/2025	30,600.00	PO250530-0025	4,500.00	01-6500-0-5750-1180-5867-730	10505971
			30,600.00	PO250530-0026	4,500.00	01-6500-0-5750-1180-5867-730	10519451
			30,600.00	PO250530-0027	4,500.00	01-6500-0-5750-1180-5867-730	10534581
			30,600.00	PO250530-0028	4,500.00	01-6500-0-5750-1180-5867-730	10553875
			30,600.00	PO250530-0029	3,600.00	01-6500-0-5750-1180-5867-730	10562412
			30,600.00	PO250530-0030	4,500.00	01-6500-0-5750-1180-5867-730	10593883
			30,600.00	PO250530-0031	4,500.00	01-6500-0-5750-1180-5867-730	10614396
W-629514	011976-01 EDTHEORY LLC	05/15/2025	12,240.00	PO250644-0008	12,240.00	01-6500-0-5760-1180-5867-730	8899
W-629515	012229-01 KYLE WALLACE	05/15/2025	25,200.00	PO250738-0003	3,150.00	01-6500-0-5001-3161-5800-730	#3-FEB
			25,200.00	PO250738-0004	22,050.00	01-6500-0-5001-3161-5800-730	#4-MAR
W-629516	007457-01 PACIFIC AUTISM L	05/15/2025	29,887.15	PO250254-0009	8,515.50	01-6500-0-5750-1180-5861-730	10036995
			29,887.15	PO250254-0010	11,419.90	01-6500-0-5750-1180-5861-730	10303445
			29,887.15	PO250254-0011	9,951.75	01-6500-0-5750-1180-5861-730	10566009
W-629517	000295-01 ALBERTSONS | SAF	05/15/2025	397.83	PO250060-0035	61.35	01-2600-0-0000-2490-4300-000	726925
			397.83	PO250060-0036	31.93	01-2600-0-0000-2490-4300-000	807620
			397.83	PO250060-0037	39.09	01-2600-0-0000-2490-4300-000	727723

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Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			397.83	PO250060-0038	12.78	01-2600-0-0000-2490-4300-000	434348
			397.83	PO250060-0039	59.99	01-2600-0-0000-2490-4300-000	808033
			397.83	PV250906-0001	43.19	13-5310-0-0000-3700-4712-331	430866
			397.83	PV250907-0001	8.52	13-5310-0-0000-3700-4712-331	661380
			397.83	PV250908-0001	9.22	13-5310-0-0000-3700-4712-331	803004
			397.83	PV250909-0001	47.84	13-5310-0-0000-3700-4710-331	664034
			397.83	PV250910-0001	12.50	13-5310-0-0000-3700-4712-331	729470
			397.83	PV250911-0001	8.23	13-5310-0-0000-3700-4712-331	720253
			397.83	PV250912-0001	8.23	13-5310-0-0000-3700-4712-331	664739
			397.83	PV250914-0001	54.96	01-0111-0-1420-2140-4300-740-0101	804448
W-629518	005837-01 BIG CREEK LUMBER	05/15/2025	567.12	PO250134-0036	79.32	01-8150-0-0000-8110-4300-780	2407241
			567.12	PO250134-0037	64.32	01-8150-0-0000-8110-4300-780	2413053
			567.12	PO250134-0038	423.48	01-8150-0-0000-8110-4300-780	2411857
W-629519	009354-01 CRESCO EQUIPMENT	05/15/2025	1,603.80	PO250207-0003	1,603.80	01-8150-0-0000-8110-5604-780	6381399-0001
W-629520	012250-01 EZEQUIEL DOLORES	05/15/2025	2,350.00	PO250858-0003	2,350.00	01-8150-0-0000-8110-5603-780	165
W-629521	011492-01 PENINSULA TRUCK	05/15/2025	350.00	PO250199-0043	350.00	01-9723-0-0000-3600-5603-788	12113
W-629522	006808-02 REALLY GOOD STUF	05/15/2025	97.13	PO251039-0001	97.13	01-0111-0-1110-2495-4300-107-0303	8852001
W-629523	000105-03 REPUBLIC SERVICE	05/15/2025	3,830.39	PO250265-0029	992.47	01-0000-0-0000-8205-5504-211	0925-001700767
			3,830.39	PO250265-0030	724.84	01-0000-0-0000-8205-5504-331	0925-001700767
			3,830.39	PO250265-0031	1,288.54	01-0000-0-0000-8205-5504-720	0925-001700767
			3,830.39	PO250265-0032	824.54	01-0000-0-0000-8205-5504-105	0925-001700767
W-629524	004143-02 RICOH USA INC	05/15/2025	6,792.02	PO250264-0015	6,792.02	01-0000-0-0000-7300-5601-720	5071316414

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W-629525	009413-02 SOUTHERN COUNTIE	05/15/2025	1,446.19	PO250086-0019	1,446.19	01-9723-0-0000-3600-4300-788	343179
W-629526	000295-01 ALBERTSONS | SAF	05/15/2025	140.88	PV250913-0001	140.88	01-0111-0-1420-2140-4300-740-0201	728151
W-629527	012136-01 AMERICAN HEART A	05/15/2025	560.35	PO251028-0001	560.35	11-6391-0-4110-2700-4300-561	SCPR207593
W-629528	000915-01 HALF MOON BAY GL	05/15/2025	448.33	PO250137-0005	448.33	01-8150-0-0000-8110-4300-780	9057
W-629529	005779-01 HD SUPPLY	05/15/2025	516.99	PO250136-0027	516.99	01-8150-0-0000-8110-4300-780	864053525
W-629530	000499-04 NASCO	05/15/2025	457.76	PO251020-0001	457.76	01-9354-0-1110-1000-4300-556	810931
W-629531	004143-02 RICOH USA INC	05/15/2025	3,018.37	PO250257-0017	3,018.37	01-0000-0-0000-7300-4300-720	5071316391
W-629532	012029-01 TAYLOR TAFT	05/15/2025	842.34	PV250915-0001	84.21	01-3410-0-5770-1190-4300-331	5825
			842.34	PV250916-0001	390.93	01-6520-0-5770-1190-4300-331	5825
			842.34	PV250917-0001	367.20	01-6520-0-5770-1190-4300-331	5825
W-629533	012019-01 VANIR CONSTRUCTI	05/15/2025	113,825.00	PO250010-0010	113,825.00	21-9711-0-9006-8520-5800-000	180858
W-629534	012019-02 VANIR CONSTRUCTI	05/15/2025	32,200.00	PO251056-0001	16,100.00	40-9012-0-9109-8520-6170-211	180859
			32,200.00	PO251056-0001	16,100.00	40-9012-0-9109-8520-6170-331	180859
W-629535	011843-01 KEITH HOLDEN	05/15/2025	545.00	PO250983-0002	545.00	01-6500-0-5760-1180-5100-730	050725-REIMB.
W-629536	011438-02 ACSIG	05/15/2025	2,518.84	PV250919-0001	2,518.84	01-0000-0-0000-0000-9572-000	30083486-0390 ,A
W-629537	011438-01 ACSIG DENTAL	05/15/2025	26,369.51	PV250918-0001	26,369.51	01-0000-0-0000-0000-9571-000	20441-APR
W-629538	012164-01 CDE FOUNDATION	05/15/2025	2,323.50	PV250920-0001	2,323.50	01-0000-0-0000-7400-5800-750	INV-1266
W-629539	012277-01 COULTER CONSTRUC	05/15/2025	3,132.00	PO251072-0001	1,566.00	40-9012-0-9109-8520-5603-211	25-193
			3,132.00	PO251072-0001	1,566.00	40-9012-0-9109-8520-5603-331	25-193
W-629540	011110-01 MORRISSEY-COMPTO	05/15/2025	6,500.00	PO251074-0001	6,500.00	01-6500-0-5001-3161-5800-730	8071502
W-629541	011766-01 NELLES, JANET	05/15/2025	300.00	PO250647-0003	300.00	01-6500-0-5001-3161-5800-730	18
W-629542	011960-01 SAN MATEO YELLOW	05/15/2025	25,835.00	PO250682-0009	5,600.00	01-6500-0-5750-1180-5863-730	1030

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			25,835.00	PO250682-0010	4,590.00	01-6500-0-5750-1180-5863-730	1029
			25,835.00	PO250682-0011	7,110.00	01-6500-0-5750-1180-5863-730	1023
			25,835.00	PO250682-0012	95.00	01-6500-0-5750-1180-5863-730	1024
			25,835.00	PO250682-0013	800.00	01-6500-0-5750-1180-5863-730	1025
			25,835.00	PO250682-0014	800.00	01-6500-0-5750-1180-5863-730	1027
			25,835.00	PO250682-0015	6,840.00	01-6500-0-5750-1180-5863-730	1026
W-629543	000979-04 SPECTRUM CENTER	05/15/2025	19,341.90	PO250640-0006	11,220.80	01-6500-0-5750-1180-5100-730	INV-000039470
			19,341.90	PO250640-0006	575.00	01-6500-0-5750-1180-5867-730	INV-000039470
			19,341.90	PO250640-0007	7,387.10	01-6500-0-5750-1180-5100-730	INV-000032962
			19,341.90	PO250640-0007	159.00	01-6500-0-5750-1180-5867-730	INV-000032962
W-630627	004496-01 ALL STAR AWARDS	05/20/2025	203.01	PV250927-0001	203.01	01-0000-0-0000-7400-4300-750	14815
W-630628	007418-01 BARNES, JAMES	05/20/2025	1,018.91	PV250926-0001	1,018.91	01-7085-0-1110-1000-5200-760	25CASCWA REIMB.
W-630629	012231-01 KIRSTEN CHANLEY	05/20/2025	448.56	PO250719-0004	261.66	01-6500-0-5750-1190-5200-730	03/2025 MILEAGE
			448.56	PO250719-0006	186.90	01-6500-0-5750-1190-5200-730	02/2025 MILEAGE
W-630630	010927-02 METLIFE SMALL MA	05/20/2025	383.25	PV250922-0001	383.25	01-0000-0-0000-0000-9564-000	05372885-MAY25
W-630631	011478-03 OPTUM	05/20/2025	444.88	PV250923-0001	444.88	01-0000-0-0000-0000-9564-000	MAY-25
W-630632	012241-01 RAMON MIRAMONTES	05/20/2025	2,374.82	PO250794-0009	900.00	01-0000-0-0000-7150-4300-710	042325 REIMB.2
			2,374.82	PO250794-0010	795.23	01-0000-0-0000-7150-4300-710	042325 REIMB.3
			2,374.82	PO250794-0011	679.59	01-0000-0-0000-7150-4300-710	042325 REIMB.4
W-630633	012232-01 TONI THOMPSON	05/20/2025	582.40	PO250721-0005	345.80	01-6500-0-5750-1190-5200-730	03/2025 MILEAGE
			582.40	PO250721-0006	236.60	01-6500-0-5750-1190-5200-730	04/2025 MILEAGE
W-630634	011909-01 ARCADIO'S PRODUC	05/20/2025	142.80	PO250193-0036	142.80	13-5466-0-0000-3700-4710-331	378580

050125-053125 WARRANT REGISTER
41 Cabrillo Unified School District **Fiscal Year: 2025**

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
W-630635	008911-01 DAVID'S BAGELS	05/20/2025	142.25	PO250212-0060	77.00	13-5310-0-0000-3700-4712-331	41366
			142.25	PO250212-0061	65.25	13-5310-0-0000-3700-4712-331	41385
W-630636	012276-01 FIERY GINGER FAR	05/20/2025	1,209.00	PV250928-0001	1,209.00	01-7810-0-0000-3700-4710-000	23933
W-630637	004981-01 STRAW HAT PIZZA	05/20/2025	509.66	PO250228-0061	509.66	13-5310-0-0000-3700-4710-331	46466
W-630638	000295-01 ALBERTSONS | SAF	05/20/2025	154.12	PO250060-0040	89.78	01-2600-0-0000-2490-4300-000	224302892100
			154.12	PV250929-0001	39.47	01-9354-0-1110-2140-4300-740	804602
			154.12	PV250930-0001	24.87	01-0111-0-1110-2495-4300-740-0303	729975
W-630639	000001-01 ALPINE AWARDS	05/20/2025	121.52	PO251063-0001	121.52	01-0331-0-1354-1000-4300-331	6111039
W-630640	009750-01 CINTAS	05/20/2025	298.77	PO250114-0043	100.04	01-8150-0-0000-8110-5603-780	4229385971
			298.77	PO250114-0044	64.55	01-8150-0-0000-8110-5603-780	4228643915
			298.77	PO250114-0045	67.09	01-8150-0-0000-8110-5603-780	4227179308
			298.77	PO250114-0046	67.09	01-8150-0-0000-8110-5603-780	4227931889
W-630641	011550-01 EICHLER ASSOCIAT	05/20/2025	11,400.00	PO250836-0007	11,400.00	01-9663-0-0000-8520-5800-000	2224
W-630642	009739-01 F.I.T. ENVIRONME	05/20/2025	2,369.00	PO251075-0001	2,369.00	01-8150-0-0000-8110-5800-780	25-027
W-630643	000367-05 NEFF	05/20/2025	315.45	PO251062-0001	315.45	01-0331-0-1330-2700-4300-331	36855758
W-630644	011178-01 PAULO'S AUTO CAR	05/20/2025	279.12	PO250115-0012	279.12	01-8150-0-0000-8110-5603-780	76270
W-630645	009594-01 PBUA	05/20/2025	5,766.00	PO251061-0001	5,766.00	01-9335-0-1110-4200-5800-331	1006
W-630646	006966-01 SEQUOIA UNION HI	05/20/2025	1,182.08	PO250190-0003	1,182.08	01-9723-0-0000-3600-5603-788	2924
W-630647	008871-01 UNITED COACH TOU	05/20/2025	1,684.00	PO251060-0001	1,684.00	01-6388-0-1110-1000-4300-211-RD05	23954WF
W-630648	009175-01 UPS STORE #1604	05/20/2025	7.25	PO251067-0001	7.25	01-0331-0-1210-1000-4300-331	1110
W-630649	000341-01 NAPA AUTO PARTS	05/20/2025	18.58	PV250921-0001	18.58	01-0000-0-0000-2421-4300-790	305087
W-630650	011951-01 CESILIA GUTIERRE	05/20/2025	469.15	PV250924-0001	59.30	01-2600-0-0000-2140-4300-000	050525REIMB.

050125-053125 WARRANT REGISTER
41 Cabrillo Unified School District **Fiscal Year: 2025**

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			469.15	PV250925-0001	409.85	01-2600-0-0000-2140-4300-000	050525REIMB.2
W-630651	012241-01 RAMON MIRAMONTES	05/20/2025	900.00	PO250794-0008	900.00	01-0000-0-0000-7150-4300-710	042325 REIMB.
W-630652	007504-02 CAMBRIDGE UNIVER	05/20/2025	1,809.89	PO251021-0001	1,809.89	11-6391-0-4110-1000-4100-561	141000517
W-630653	012231-01 KIRSTEN CHANLEY	05/20/2025	161.98	PO250719-0005	161.98	01-6500-0-5750-1190-5200-730	04/2025 MILEAGE
W-630654	012230-01 CHRISTINE BORBA-	05/20/2025	1,463.00	PO250720-0005	478.80	01-6500-0-5750-1190-5200-730	02/2025 MILEAGE
			1,463.00	PO250720-0006	505.40	01-6500-0-5750-1190-5200-730	03/2025 MILEAGE
			1,463.00	PO250720-0007	478.80	01-6500-0-5750-1190-5200-730	04/2025 MILEAGE
W-630655	009571-01 GOLD STAR FOODS	05/20/2025	1,328.95	PO250244-0128	345.42	13-5310-0-0000-3700-4710-331	8762243
			1,328.95	PO250244-0129	93.84	13-5310-0-0000-3700-4712-331	8762352
			1,328.95	PO250244-0130	88.24	13-5310-0-0000-3700-4710-331	8826904
			1,328.95	PO250244-0131	264.24	13-5310-0-0000-3700-4710-331	8833906
			1,328.95	PO250244-0132	377.56	13-5310-0-0000-3700-4710-331	8861946
			1,328.95	PO250244-0133	123.40	13-5310-0-0000-3700-4710-331	8861956
			1,328.95	PO250244-0134	36.25	13-5310-0-0000-3700-4790-331	8692521
W-630656	004981-01 STRAW HAT PIZZA	05/20/2025	59.96	PO250228-0060	59.96	13-5310-0-0000-3700-4710-335	46465
W-630657	005163-01 SYSCO FOOD SERVI	05/20/2025	2,277.09	PO250245-0055	120.31	13-5310-0-0000-3700-4710-331	750345169
			2,277.09	PO250245-0055	284.86	13-5310-0-0000-3700-4712-211	750345169
			2,277.09	PO250245-0055	160.53	13-5310-0-0000-3700-4300-331	750345169
			2,277.09	PO250245-0056	402.48	13-5310-0-0000-3700-4712-331	750360412
			2,277.09	PO250245-0056	232.80	13-5310-0-0000-3700-4710-331	750360412
			2,277.09	PO250245-0056	1,076.11	13-5310-0-0000-3700-4300-331	750360412
W-630658	009593-01 A FESTIVE AFFAIR	05/20/2025	414.50	PO251059-0001	414.50	01-0331-0-1330-2700-4300-331	5/1/25

050125-053125 WARRANT REGISTER
41 Cabrillo Unified School District **Fiscal Year: 2025**

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
W-630659	007747-02 CENTONI, JOSEPH	05/20/2025	1,242.00	PO251068-0001	1,242.00	01-0331-0-1352-1000-4300-331	4/4/25
W-630660	005779-01 HD SUPPLY	05/20/2025	875.16	PO250136-0028	875.16	01-8150-0-0000-8110-4300-780	864225057
W-630661	006797-01 MONTARA SANITARY	05/20/2025	426.00	PO250119-0002	426.00	01-8150-0-0000-8110-5603-780	2167
W-630662	012258-01 RJP ENTERPRISES	05/20/2025	1,853.43	PO251069-0001	1,853.43	01-0111-0-1110-2490-4300-331-503	25018
W-631443	008058-05 AT&T	05/22/2025	1,396.70	PO250272-0010	1,396.70	01-0000-0-0000-8205-5901-720	6063002017
W-631444	010782-01 BENDANA, LIZETH	05/22/2025	468.75	PO250625-0005	220.00	01-9665-0-1110-2140-4300-000	051925.1
			468.75	PO250625-0006	146.35	01-9665-0-1110-2140-4300-000	051925.2
			468.75	PO250624-0002	102.40	01-6770-0-1110-1000-4300-335	051925REIMB.
W-631445	011951-01 CESILIA GUTIERRE	05/22/2025	185.78	PV250931-0001	185.78	01-2600-0-1110-4000-4300-105	050625REIMB.
W-631446	000194-01 COASTSIDE COUNTY	05/22/2025	7,413.82	PO250079-0010	505.35	01-0000-0-0000-8205-5503-720	APRIL 2025
			7,413.82	PO250079-0010	1,313.76	01-0000-0-0000-8205-5503-211	APRIL 2025
			7,413.82	PO250079-0010	2,684.84	01-0000-0-0000-8205-5503-331	APRIL 2025
			7,413.82	PO250079-0010	995.75	01-0000-0-0000-8205-5503-101	APRIL 2025
			7,413.82	PO250079-0010	1,914.12	01-0000-0-0000-8205-5503-105	APRIL 2025
W-631447	000341-01 NAPA AUTO PARTS	05/22/2025	108.63	PO250138-0002	108.63	01-9723-0-0000-3600-4300-788	303058
W-631448	000499-04 NASCO	05/22/2025	279.61	PO251017-0004	279.61	01-9354-0-1110-1000-4300-556	812677
W-631449	010725-01 SVSOA	05/22/2025	960.00	PO251082-0001	960.00	01-9335-0-1110-4200-5800-331	SOFT-24407
W-631450	005163-01 SYSCO FOOD SERVI	05/22/2025	547.95	PO250465-0011	547.95	01-2600-0-0000-2490-4300-000	750360414
W-631451	010824-01 RAMOS-CARLONI, J	05/22/2025	63.70	TC250092-0001	63.70	01-3060-0-7110-2490-5200-000	042425 MILEAGE
W-631452	012278-01 MAYTE FLORES CAR	05/22/2025	220.00	PO251091-0001	220.00	01-9578-0-1110-4000-4300-000	0528
W-631453	012010-02 ANDREW BICKFORD	05/22/2025	5,479.43	PV250932-0001	5,479.43	01-0000-0-0000-0000-9589-000	REISSUE PR CHECK
W-631454	012280-01 FRANCISCO RICO	05/22/2025	5,000.00	PO251089-0001	2,000.00	01-9578-0-1110-4000-5800-000	050426

050125-053125 WARRANT REGISTER
41 Cabrillo Unified School District **Fiscal Year: 2025**

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			5,000.00	PO251090-0001	3,000.00	01-9578-0-1110-4000-4300-000	050425
W-631455	011760-01 MARABEL, TATIANA	05/22/2025	2,000.00	PO250765-0008	2,000.00	01-0000-0-0000-2421-5800-790	0008
W-631456	005837-01 BIG CREEK LUMBER	05/22/2025	1,947.17	PO250966-0001	1,298.89	01-9538-0-1110-1000-4300-331	2390169
			1,947.17	PO250319-0004	64.32	01-3550-0-3800-1000-4300-331	2412053
			1,947.17	PO251073-0001	375.51	01-9538-0-1110-1000-4300-331	2407321
			1,947.17	PO251073-0002	208.45	01-9538-0-1110-1000-4300-331	2412665
W-631457	011947-01 HANA L. HANSON	05/22/2025	21.75	PO251077-0001	21.75	01-3550-0-3800-1000-4300-331	051325 REIMB.
W-631458	012252-01 WONDER WORKSHOP	05/22/2025	174.96	PO250948-0002	174.96	01-6388-0-1110-1000-4300-211-RD05	WON118034
W-631459	011617-01 ZOOM VIDEO COMMU	05/22/2025	15,800.00	PO251084-0001	15,800.00	01-7435-0-0000-2421-5800-790	INV298432970
W-633390	010901-01 WEBRESTAURANT ST	05/27/2025	54,872.96	PO251087-0001	54,872.96	01-7032-0-9207-8520-4400-770	PO#251087
W-634190	011909-01 ARCADIO'S PRODUC	05/29/2025	315.60	PO250193-0037	315.60	13-5466-0-0000-3700-4710-331	379998
W-634191	008911-01 DAVID'S BAGELS	05/29/2025	209.00	PO250212-0062	55.00	13-5310-0-0000-3700-4712-331	41413
			209.00	PO250212-0063	77.00	13-5310-0-0000-3700-4712-331	41414
			209.00	PO250212-0064	77.00	13-5310-0-0000-3700-4712-331	41421
W-634192	012276-01 FIERY GINGER FAR	05/29/2025	1,204.65	PV250933-0001	1,204.65	01-7810-0-0000-3700-4710-000	24013
W-634193	009571-01 GOLD STAR FOODS	05/29/2025	566.14	PO250244-0135	417.34	13-5310-0-0000-3700-4712-331	8852830
			566.14	PO250244-0136	94.97	13-5310-0-0000-3700-4710-331	8762244
			566.14	PO250244-0138	2.74	13-5310-0-0000-3700-4711-331	8894503
			566.14	PO250244-0138	51.09	13-5310-0-0000-3700-4710-331	8894503
W-634194	005163-01 SYSCO FOOD SERVI	05/29/2025	409.66	PO250245-0058	409.66	13-5310-0-0000-3700-4712-331	750375449
W-634195	009571-01 GOLD STAR FOODS	05/29/2025	385.56	PO250244-0137	385.56	13-5310-0-0000-3700-4710-331	8861947
W-634196	004981-01 STRAW HAT PIZZA	05/29/2025	569.62	PO250228-0062	59.96	13-5310-0-0000-3700-4710-335	46467

050125-053125 WARRANT REGISTER
41 Cabrillo Unified School District **Fiscal Year: 2025**

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			569.62	PO250228-0063	509.66	13-5310-0-0000-3700-4710-331	46468
W-634197	005163-01 SYSCO FOOD SERVI	05/29/2025	142.20	PO250245-0057	77.72	13-5310-0-0000-3700-4712-331	750375446
			142.20	PO250245-0057	64.48	13-5310-0-0000-3700-4710-331	750375446

Warrant/EFT Count: 181 **Total Warrant/EFT Amount:** 1,357,232.03

CABRILLO UNIFIED SCHOOL DISTRICT

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

SUPERINTENDENT
Dr. Ramon Miramontes

GOVERNING BOARD
Mary Beth Alexander
Peter Cerneka
Lizet Cortes
Carmen Daniel
Breanna Lafontaine

MEMORANDUM

MEETING DATE: June 12, 2024
TO: Members of the Governing Board
FROM: Jennifer Marsh, Chief Business Officer
CATEGORY: Consent/Action
ITEM TITLE: Approval of Agreement for Consulting Services with Total School Solutions

BACKGROUND INFORMATION

The Cabrillo Unified School District has identified the need for external expertise to support budgeting and bond-related fiscal planning. To address this need, the District proposes to contract with Total School Solutions (TSS), a consulting firm with proven experience providing fiscal and operational support to school districts across California.

TSS is uniquely qualified to assist with complex fiscal reviews, budgeting strategy, and bond program planning. The agreement would cover services rendered between July 1, 2025, and June 30, 2026.

REPORT/PROPOSAL

Under this agreement, Total School Solutions will provide budgeting assistance and fiscal planning support related to the District's bond program, as outlined in the scope of work (Exhibit A).

- The agreement establishes that TSS will serve as an independent contractor.
- The hourly rate for services will be $275 on weekdays and $300 on weekends, plus reimbursable out-of-pocket expenses.

This contract will provide valuable external expertise to support both day-to-day fiscal operations and long-range planning for the District's bond-related financial responsibilities.

FISCAL ANALYSIS

The agreement stipulates a maximum not-to-exceed amount of $50,000 for FY 2025–26. This expense will be covered using Bond Funds.

RECOMMENDATION

Staff recommends approval of the consulting services agreement between CUSD and Total School Solutions, effective July 1, 2025, through June 30, 2026

Prepared by: *Holly Lynne*

AGREEMENT FOR CONSULTING SERVICES

RECITALS

This Agreement for Consulting Services ("Agreement") is entered into this 12th day of June 2025, by and between the Cabrillo Unified School District ("District") and Total School Solutions ("Consultant"). This Agreement is effective from July 1, 2025 through June 30, 2026.

I

District desires to retain a Consultant to perform special services and/or provide advice specified below. District doesn't employ internal staff or doesn't have any internal staff currently available that is able to perform said services.

II

Consultant is specially trained, experienced and competent to perform such special services and render such advice.

TERMS

1. **Services**. The Consultant shall provide a Budget and Fiscal Services Review for the District. The scope of work can be found in Exhibit A.

   This work will not exceed $50,000 in Fiscal Year 2025-26 without prior District approval.

2. **Independent Contractor Status**. Consultant shall at all times during the term of this agreement serve as an independent contractor, and shall not represent itself, or its employees or contractors, as officers, agents, or employees of the District.

3. **Compensation**. District agrees to pay Consultant for services rendered pursuant to this Agreement at a rate of $275 per hour plus any out-of-pocket expenses including mileage during weekdays and $300 per hour if work is requested to be done during the weekend.

4. **Scope of Services Provided**

   a. Any additional services requested by the District or due to a condition existing in and/or caused by the District, rendered after prior written approval, shall be billed and reimbursed separately, in accordance with the TSS standard hourly fee schedule. Any out-of-pocket expenses will be billed at actual cost. These out of pocket costs include, but are not limited to, telephone, postage, travel and mileage.

   In the event that the District cancels or postpones a scheduled visit by the Consultant, with less than 48 hour's notice, the Consultant shall be paid all expenses actually incurred as well as up to eight hours of time for each person assigned at the appropriate individual hourly rate.

5. **Termination**.

a. By Consultant: Consultant may, upon thirty (30) days written notice, with or without cause, terminate this Agreement. Upon termination, District shall only be obligated to compensate Consultant for services rendered and hours worked to the date of termination. Written notice by Consultant shall be sufficient to stop further performance of services to District.

b. By District: District may, upon thirty (30) days written notice, with or without cause, terminate this Agreement. Upon termination, District shall only be obligated to compensate Consultant for the percentage (progress billing) of services rendered (hours worked if an hourly contract), and any expenses incurred, to the date of the termination. Written notice by District shall be sufficient to stop further performance of services by Consultant.

c. Consultant shall be relieved of the obligation to perform, and District shall not recover any damages, in the event that Consultant is prevented from performing by act of God or nature, fire, union strike, lockout, or seizure of materials, products, plants, facilities, or other such condition, upon satisfactory evidence being presented to District.

6. Indemnification. Consultant shall indemnify and hold harmless the District, their agents, representatives, officers, consultants, employees, trustees, governing board, and volunteers from any and all demands, losses, liabilities, claims, suits, and actions of any kind, nature, and description, including, but not limited to, personal injury, death, property damage, and consultants' and/or attorneys' fees and costs, directly or indirectly arising out of, connected with, or resulting from the performance of the Agreement or from any activity, work, permitted, or suffered to be done by the Consultant in conjunction with this Agreement, unless the claims are caused by the gross negligence or willful misconduct of parties wholly unconnected to the Consultant.

The District shall indemnify and hold harmless the Consultant, its officers and employees from any and all demands, losses, liabilities, claims, suits, and actions arising from the gross negligence or willful misconduct of the District, its agents, representatives, officers, consultants, employees, trustees, governing board, and volunteers.

7. Insurance. The Consultant shall procure and maintain at all times during the term of this agreement insurance required of an independent contractor.

8. Notice. Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

District	**Consultant**
Cabrillo Unified School District	Total School Solutions
498 Kelly Avenue	4751 Mangels Boulevard
Half Moon Bay, CA 94019	Fairfield, CA 94534
ATTN: Ramon Miramontes	ATTN: Tahir Ahad
Superintendent	President

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next

following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

9. **Integration/Entire Agreement of Parties**. This Agreement constitutes the entire agreement between the Parties and supersedes any and all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument signed by the party against whom enforcement is sought.

10. **California Law**. This Agreement shall be governed by the laws of the State of California.

11. **Waiver**. The waiver by either party of any breach of the terms of this agreement shall not be deemed to waive the requirement of such term, covenant, or condition in whole or in part.

12. **Severability**. If any term, condition or provision of this Agreement is held invalid or illegal by a court of competent jurisdiction, the remaining provisions shall continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

13. **Incorporation of Recitals and Exhibits**. The recitals and each exhibit attached hereto are incorporated herein by reference.

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the date indicated below.

Cabrillo Unified School District	**Total School Solutions**
By: _____	By:
Title: Superintendent	Title: President
Date: _____	Date: June 12, 2025_____

EXHIBIT A

2025-26 Scope of Work
Fiscal and Bond Program Consultation Services
Cabrillo Unified School District

Budget and Fiscal Consultation and Assistance

- Provide consultation, review, and assistance to the CBO and fiscal department with the development of budget and fiscal reports, and other fiscal and budgetary analysis.
- Review and assess fiscal reporting processes, procedures, and timelines for continuous improvement and efficiencies.
- Assist the CBO and fiscal department staff as needed on various tasks, special projects, and analysis.
- Provide mentorship, professional capacity development, and support to District fiscal staff and other leaders as directed by the Superintendent and CBO.
- Attend BAC, CBOC, and other meetings with District staff as requested by the CBO or Superintendent.
- Assist the CBO in the annual operation of the CBOC, development of agendas, fiscal reports, and presentations.
- Advise District teams in defining needed District processes and systems in Business Services and Facilities in support of the Bond Program implementation and operation.
- Advise District with coordination of the Bond Program Performance and Financial Audits per Prop. 39 requirements, along with approval by the CBOC and Board of Trustees.

Bond Program Consultation and Assistance

- Support strategic planning and advisement to the District bond coordinator and staff in developing overall bond program direction/project goals and vision.
- Support the development of Project Prioritization, Schedules, and Implementation plans / strategies.
- Assist with coordinating the development of project-specific budgets, cost estimates, and forecasting for bond funds and state funding.
- Advise procurement of consultant teams including construction/project management, architects and engineers, specialized firms, etc.
- Support the preparation and management of Request for Qualifications and Proposals processes (working with template forms provided by District's legal counsel), review and scoring of proposals, coordinate interviews, and negotiate fees as needed.

- Assist with procuring construction projects and furnishing selection-assist with preparation of Lease-Leaseback RFP's, or Design-Bid-Build projects Front End documents and full bid process support.
- Project Prioritization - confirm/develop implementation plan/conceptual design and prioritize projects from the Facilities Master Plan/Needs Assessment to save bond/state matching dollars.
- Assist with ensuring compliance with local, state, and federal regulations, including safety standards, labor compliance, and environmental reviews.
- Assist District with seeking maximum funding from the State School Facilities Program. Prepare Modernization eligibility update, assist with project application for state funding.
- Assist with construction progress oversight to help ensure alignment with project goals, schedule, and budget.
- Support District in managing change orders, ensuring proper documentation, approvals, and adherence to budget impacts.
- Assist District to ensure quality assurance and control during construction, including monitoring safety protocols and standards.
- Advise the coordination and development of communications material related to the program
- Assist with preparation of Board memoranda related to contracts or items for approval.
- Help facilitate stakeholder engagement and maintain transparency with community members, staff, and Board members regarding program progress.

###

CABRILLO UNIFIED SCHOOL DISTRICT

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

SUPERINTENDENT
Dr. Ramon Miramontes

GOVERNING BOARD
Mary Beth Alexander
Peter Cerneka
Lizet Cortes
Carmen Daniel
Breanna Lafontaine

MEMORANDUM

MEETING DATE: June 12, 2025
TO: Members of the Governing Board
FROM: Jennifer Marsh, Chief Business Officer
CATEGORY: Consent/Action
ITEM TITLE: Approval of Alarm System Replacement at Farallone View and El Granada Elementary Schools

BACKGROUND INFORMATION

As part of the modernization projects at Farallone View and El Granada Elementary Schools, it was identified that the alarm systems are either nonexistent or severely limited. Farallone View currently has no alarm system in place, creating a significant safety concern. At El Granada Elementary, alarm coverage is limited to only a few buildings, leaving the rest of the campus without adequate emergency notification capabilities. These gaps compromise overall school safety and hinder the district's ability to respond effectively in emergencies. Installation of these alarm systems with updated, integrated technological security solutions will improve response time, reduce system maintenance issues, and align with the district's overall safety goals.

REPORT/PROPOSAL

Proposals for both Farallone View and El Granada Elementary School were provided by Keeping IT Simple (KIS), which will be completing the projects.

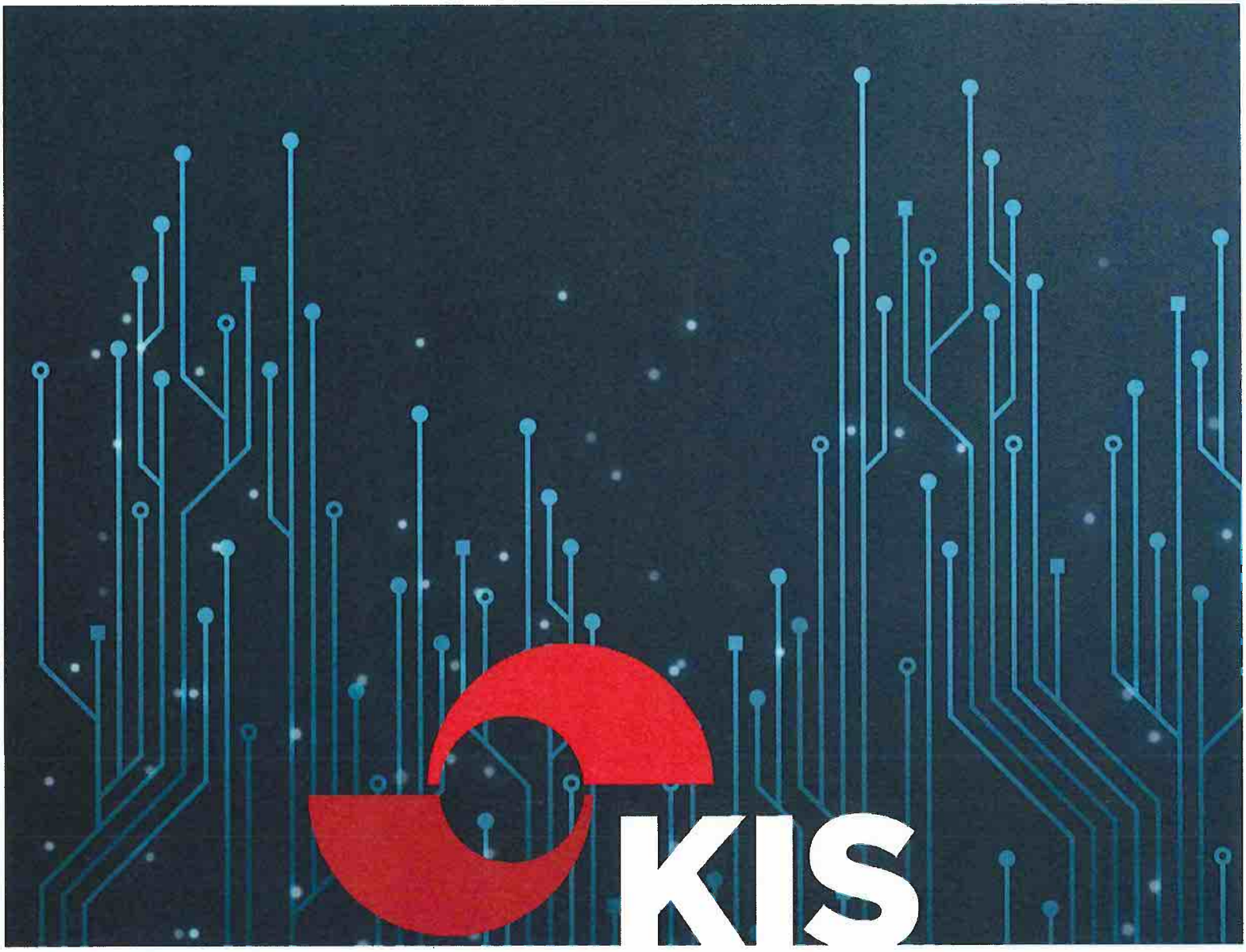
FISCAL ANALYSIS

The cost for the alarm system installations at Farallone View and El Granada will be funded through the Measure M bond program, which includes provisions for safety and security upgrades as part of the overall modernization efforts.

RECOMMENDATION

Staff recommends the approval of the installation of the alarm systems at Farallone View and El Granada Elementary Schools to improve districtwide safety efforts.

Prepared by: *Holly Lynne*



Keep IT Simple

Keeping IT simple since 1988!

KIS Quote

Inside@kiscc.com
(510) 403-7500

Cabling Project Proposal

El Granada Scope of Work:

Alarms

1. Install Verkada Alarm System Components for El Granada School.
    1. Install one (1) Verkada Alarm Panel in the Electrical Room
    2. Install two (1) Verkada Expansion Boards.
    3. Install eight (8) Wired Motion Sensors
    4. Install one (1) Keypad in the adult restroom near the electrical room.
2. Configure and test system on Verkada Command.
3. Provide training to Cabrillo Unified Staff for system configuration and day to day operations.

Cabling

1. Install Security Cable from the Alarm Panel to each of the devices above.
    1. Utilize existing 3/4" conduit for pathways.

Farallone Building A (Existing) Scope of Work:

Alarms:

1. Install Verkada Alarm System Components for Farallone Building ASchool.
    1. Install one (1) Verkada Alarm Panel in the IDF.
    2. Install twelve (12) Wired Motion Sensors
    3. Install one (1) Keypad in the hallway outside the IDF
2. Configure and test system on Verkada Command.
3. Provide training to Cabrillo Unified Staff for system configuration and day to day operations.

Cabling:

1. Install Security Cable from the Alarm Panel to each of the devices above.

Farallone Building B (New) Scope of Work:

Alarms:

1. Install Verkada Alarm System Components for Farallone Building ASchool.
    1. Install one (1) Verkada Alarm Panel in the IDF.
    2. Install twelve (11) Wired Motion Sensors
    3. Install one (1) Keypad in the IDF (or equivalent location if needed).
    4. Install one (1) Alarm Expander in the IDF.
2. Configure and test system on Verkada Command.
3. Provide training to Cabrillo Unified Staff for system configuration and day to day operations.

Cabling:

1. Install Security Cable from the Alarm Panel to each of the devices above.

Please Read:

All work will be completed in a professional and timely manner adhering to all local city, county state NEC, NFPA, OSHA, and IEEE 802.3 rules and regulations set forth by these organizations.

The proposal is based on-site survey that was complete:

Assumptions:

1. All coring, fire chases, or penetrations will be completed by other vendors unless noted otherwise.
2. All cable pathways are clear and accessible.
3. Work is to be done continuously throughout the day unless noted otherwise. Idle time incurred by KIS employees due to absence of required escorts, clearances, inability to enter the workplace, or other factors beyond our control, will be considered a change to the contract.
4. Access to cable pathways is to be made available by the customer. Additional time required to move furniture, access locked rooms, or other restrictions delaying the installation as quoted are considered an extra cost above the quoted amount.

Insurance Provided and Carried

KIS carries General Liability and Workers Compensation coverage in limits above what is generally required. General Liability coverage $1 million per occurrence plus $5 million umbrella, $2 million per aggregate. Workers Compensation $2 million per employee for each accident. Special endorsements, waivers, and increased limits that are charged to KIS by our carrier above our normal insurance cost due to billing requirements or customer requirements will be charged as extra unless specified prior to quoting work.

KIS
Keep IT Simple

Quote

KIS - Keep IT Simple
43160 Osgood Road
Fremont, CA 94539
United States

Quote #	13538
Date	2025/06/03
Expires	2025/06/27
Sales Contact	Gabriel Mendola

Prepared for

Cabrillo Unified School District
Stig Lynne
498 Kelly Avenue
Half Moon Bay, CA 94019
United States

T: 650-712-7100 x103
E: lynnes@cabrillo.k12.ca.us

ACCEPT QUOTE

Cabrillo USD - Verkada Alarms & Structured Cabling - El Granada 06.03.25

El Granada Site

Fees

Category	Item	Qty	Price	Total
Cabling Hardware	**Installation Materials - Alarms** Materials Description: Includes misc. mounting hardware and connectors.	1	$275.00	**$275.00**
Labor	**KIS Installation - Alarms** Scope of work 1. Install Verkada Alarm System Components for El Granada School. 1. Install one (1) Verkada Alarm Panel in the Electrical Room 2. Install two (1) Verkada Expansion Boards. 3. Install eight (8) Wired Motion Sensors 4. Install one (1) Keypad in the adult restroom near the electrical room. 2. Configure and test system on Verkada Command. 3. Provide training to Cabrillo Unified Staff for system configuration and day to day operations.	1	$5,889.00	**$5,889.00†**
Cabling Hardware	**Installation Materials - Cabling** Materials Description: Includes misc. mounting hardware and connectors.	1	$880.00	**$880.00**
Labor	**KIS Installation - Cabling** Scope of Work: 1. Install Security Cable from the Alarm Panel to each of the devices above. 1. Utilize existing 3/4" conduit for pathways.	1	$3,490.00	**$3,490.00†**
Alarms	**BP52 32-Zone Alarm Panel, North America Type B Plug (New Alarms)**	1	$730.44	**$730.44**
Alarms	**BE32 8-Zone Alarm Expander (New Alarms)**	1	$283.56	**$283.56**
Alarms	**BK22 Touchscreen Alarm Keypad (New Alarms)**	1	$324.19	**$324.19**
Alarms	**BR11 Wired Motion Sensor**	8	$80.44	**$643.52**
Accessory	**Backup Battery for BP52 Alarm Panel, 200WH (New Alarms)**	2	$161.69	**$323.38**

KIS
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Quote

Category	Item	Qty	Price	Total
Accessory	**Cellular Backup Communicator for BP52 Alarm Panel (New Alarms)**	1	$283.56	**$283.56**
IP Physical Security / License	**10-Year Cellular Backup License With Data, Capacity Increase**	1	$2,192.94	**$2,192.94†**
IP Physical Security / License	**10-Year Basic Alarms License for 1 Site, Capacity Increase**	1	$4,875.00	**$4,875.00†**

† Non-taxable item

Please contact us if you have any questions.

One-Time Subtotal	$20,190.59
Estimated Freight	$193.00
Sales Tax (9.875%)	$369.69
Total	**$20,753.28 USD**

ACCEPT QUOTE

Cost Breakdown

Category	Fees
Cabling Hardware	$1,155.00
Labor	$9,379.00
Alarms	$1,981.71
Accessory	$606.94
IP Physical Security / License	$7,067.94
Estimated Freight	$193.00
Sales Tax	$369.69
Total	**$20,753.28 USD**

Terms and Conditions

A convenience fee of two point nine percent (2.9%) will be applied to credit card purchases.

Unless otherwise stated on the invoice, payment terms are thirty (30) days net from date of invoice. If Buyer fails to pay in accordance with these terms, KIS, at its option, may charge Buyer, and Buyer shall pay KIS (in addition to the price), a delinquent administrative service charge on the unpaid amount at the rate of one and a half percent (1.5%) per month (or such lower rate as may be the maximum allowable by law) from any such date until the date of payment. Should the Buyer become delinquent in the payment of any sum due to KIS, KIS shall not be obligated to continue performance under any agreement with Buyer. In the event of default, collection costs and attorney fees may apply.

Contact

Gabriel Mendola | Senior Account Manager
(510) 403-7585 | gabrielm@kiscc.com

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43160 Osgood Road, Fremont, CA 94539
Keeping IT Simple Since 1988.
www.kiscc.com



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Keeping IT simple since 1988!

KIS Quote

Inside@kiscc.com
(510) 403-7500

Cabling Project Proposal

El Granada Scope of Work:

Alarms

1. Install Verkada Alarm System Components for El Granada School.
    1. Install one (1) Verkada Alarm Panel in the Electrical Room
    2. Install two (1) Verkada Expansion Boards.
    3. Install eight (8) Wired Motion Sensors
    4. Install one (1) Keypad in the adult restroom near the electrical room.
2. Configure and test system on Verkada Command.
3. Provide training to Cabrillo Unified Staff for system configuration and day to day operations.

Cabling

1. Install Security Cable from the Alarm Panel to each of the devices above.
    1. Utilize existing 3/4" conduit for pathways.

Farallone Building A (Existing) Scope of Work:

Alarms:

1. Install Verkada Alarm System Components for Farallone Building ASchool.
    1. Install one (1) Verkada Alarm Panel in the IDF.
    2. Install twelve (12) Wired Motion Sensors
    3. Install one (1) Keypad in the hallway outside the IDF
2. Configure and test system on Verkada Command.
3. Provide training to Cabrillo Unified Staff for system configuration and day to day operations.

Cabling:

1. Install Security Cable from the Alarm Panel to each of the devices above.

Farallone Building B (New) Scope of Work:

Alarms:

1. Install Verkada Alarm System Components for Farallone Building ASchool.
    1. Install one (1) Verkada Alarm Panel in the IDF.
    2. Install twelve (11) Wired Motion Sensors
    3. Install one (1) Keypad in the IDF (or equivalent location if needed).
    4. Install one (1) Alarm Expander in the IDF.
2. Configure and test system on Verkada Command.
3. Provide training to Cabrillo Unified Staff for system configuration and day to day operations.

Cabling:

1. Install Security Cable from the Alarm Panel to each of the devices above.

Please Read:

All work will be completed in a professional and timely manner adhering to all local city, county state NEC, NFPA, OSHA, and IEEE 802.3 rules and regulations set forth by these organizations.

The proposal is based on-site survey that was complete:

Assumptions:

1. All coring, fire chases, or penetrations will be completed by other vendors unless noted otherwise.
2. All cable pathways are clear and accessible.
3. Work is to be done continuously throughout the day unless noted otherwise. Idle time incurred by KIS employees due to absence of required escorts, clearances, inability to enter the workplace, or other factors beyond our control, will be considered a change to the contract.
4. Access to cable pathways is to be made available by the customer. Additional time required to move furniture, access locked rooms, or other restrictions delaying the installation as quoted are considered an extra cost above the quoted amount.

Insurance Provided and Carried

KIS carries General Liability and Workers Compensation coverage in limits above what is generally required. General Liability coverage $1 million per occurrence plus $5 million umbrella, $2 million per aggregate. Workers Compensation $2 million per employee for each accident. Special endorsements, waivers, and increased limits that are charged to KIS by our carrier above our normal insurance cost due to billing requirements or customer requirements will be charged as extra unless specified prior to quoting work.

KIS
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Quote

KIS - Keep IT Simple
43160 Osgood Road
Fremont, CA 94539
United States

Quote #	13539
Date	2025/06/03
Expires	2025/06/27
Sales Contact	Gabriel Mendola

Prepared for

Cabrillo Unified School District
Stig Lynne
498 Kelly Avenue
Half Moon Bay, CA 94019
United States

T: 650-712-7100 x103
E: lynnes@cabrillo.k12.ca.us

ACCEPT QUOTE

Cabrillo USD - Verkada Alarms & Structured Cabling - Farallone A (existing)

Farallone Building A (existing)

Fees

Category	Item	Qty	Price	Total
Cabling Hardware	**Installation Materials - Alarms** Materials Description: Includes misc. mounting hardware and connectors.	1	$275.00	**$275.00**
Labor	**KIS Installation - Alarms** Scope of Work: 1. Install Verkada Alarm System Components for Farallone Building ASchool. 1. Install one (1) Verkada Alarm Panel in the IDF. 2. Install twelve (12) Wired Motion Sensors 3. Install one (1) Keypad in the hallway outside the IDF 2. Configure and test system on Verkada Command. 3. Provide training to Cabrillo Unified Staff for system configuration and day to day operations.	1	$6,348.75	**$6,348.75†**
Cabling Hardware	**Installation Materials - Cabling** Materials Description: Includes misc. mounting hardware and connectors.	1	$1,105.00	**$1,105.00**
Labor	**KIS Installation - Cabling** Scope of Work: 1. Install Security Cable from the Alarm Panel to each of the devices above..	1	$8,253.00	**$8,253.00†**
Alarms	**BP52 32-Zone Alarm Panel, North America Type B Plug (New Alarms)**	1	$730.44	**$730.44**
Alarms	**BK22 Touchscreen Alarm Keypad (New Alarms)**	1	$324.19	**$324.19**
Alarms	**BR11 Wired Motion Sensor**	12	$80.44	**$965.28**
Accessory	**Backup Battery for BP52 Alarm Panel, 200WH (New Alarms)**	2	$161.69	**$323.38**
Accessory	**Cellular Backup Communicator for BP52 Alarm Panel (New Alarms)**	1	$283.56	**$283.56**

KIS
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Quote

Category	Item	Qty	Price	Total
IP Physical Security / License	**10-Year Cellular Backup License With Data, Capacity Increase**	1	$2,192.94	**$2,192.94†**
IP Physical Security / License	**10-Year Basic Alarms License for 1 Site, Capacity Increase**	1	$4,875.00	**$4,875.00†**

† Non-taxable item

Please contact us if you have any questions.

One-Time Subtotal	$25,676.54
Estimated Freight	$193.00
Sales Tax (9.875%)	$395.68
Total	**$26,265.22 USD**

ACCEPT QUOTE

Cost Breakdown

Category	Fees
Cabling Hardware	$1,380.00
Labor	$14,601.75
Alarms	$2,019.91
Accessory	$606.94
IP Physical Security / License	$7,067.94
Estimated Freight	$193.00
Sales Tax	$395.68
Total	**$26,265.22 USD**

Terms and Conditions

A convenience fee of two point nine percent (2.9%) will be applied to credit card purchases.

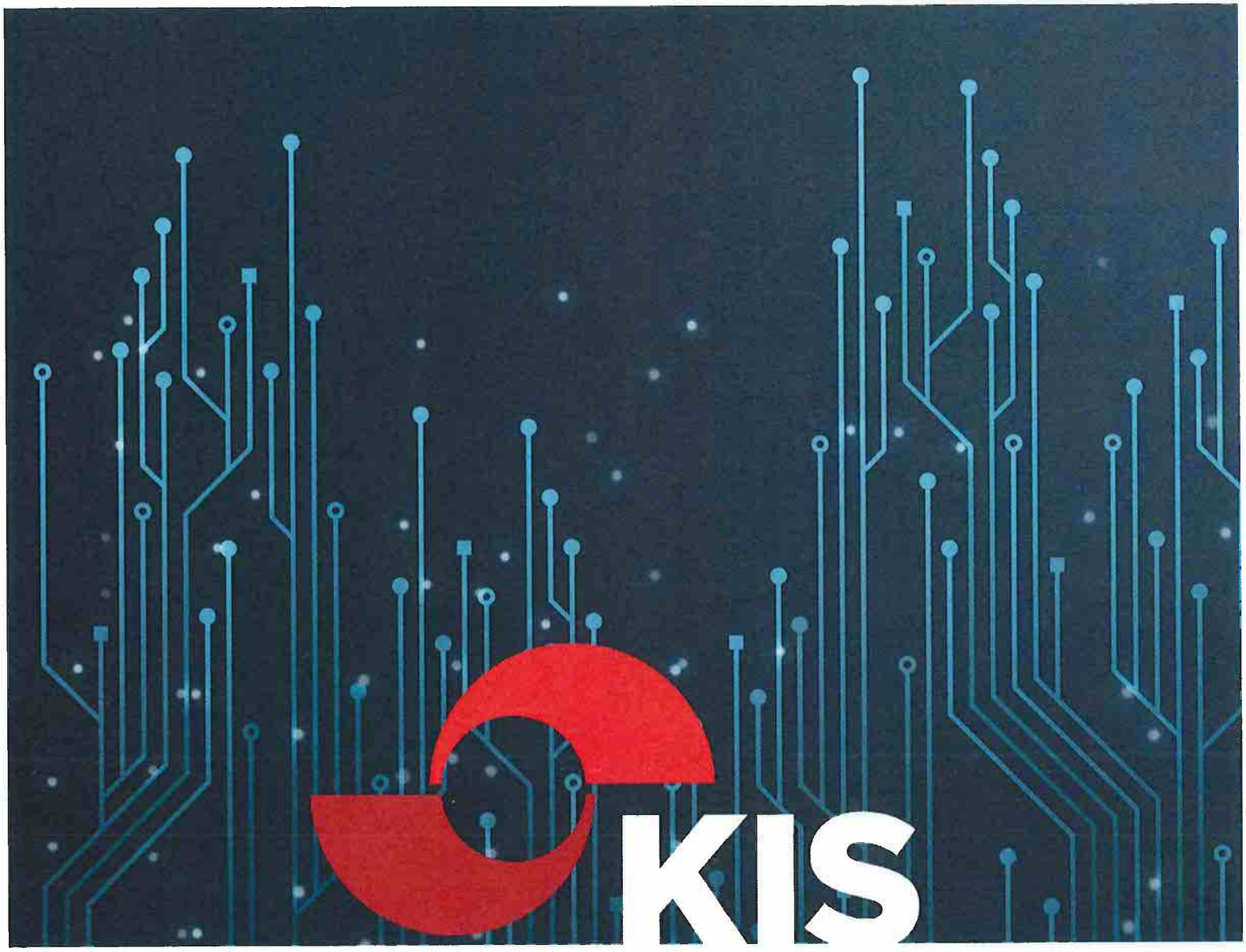
Unless otherwise stated on the invoice, payment terms are thirty (30) days net from date of invoice. If Buyer fails to pay in accordance with these terms, KIS, at its option, may charge Buyer, and Buyer shall pay KIS (in addition to the price), a delinquent administrative service charge on the unpaid amount at the rate of one and a half percent (1.5%) per month (or such lower rate as may be the maximum allowable by law) from any such date until the date of payment. Should the Buyer become delinquent in the payment of any sum due to KIS, KIS shall not be obligated to continue performance under any agreement with Buyer. In the event of default, collection costs and attorney fees may apply.

Contact

Gabriel Mendola | Senior Account Manager
(510) 403-7585 | gabrielm@kiscc.com

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43160 Osgood Road, Fremont, CA 94539
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www.kiscc.com

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KIS Quote

Inside@kiscc.com
(510) 403-7500

Cabling Project Proposal

El Granada Scope of Work:

Alarms

1. Install Verkada Alarm System Components for El Granada School.
    1. Install one (1) Verkada Alarm Panel in the Electrical Room
    2. Install two (1) Verkada Expansion Boards.
    3. Install eight (8) Wired Motion Sensors
    4. Install one (1) Keypad in the adult restroom near the electrical room.
2. Configure and test system on Verkada Command.
3. Provide training to Cabrillo Unified Staff for system configuration and day to day operations.

Cabling

1. Install Security Cable from the Alarm Panel to each of the devices above.
    1. Utilize existing 3/4" conduit for pathways.

Farallone Building A (Existing) Scope of Work:

Alarms:

1. Install Verkada Alarm System Components for Farallone Building ASchool.
    1. Install one (1) Verkada Alarm Panel in the IDF.
    2. Install twelve (12) Wired Motion Sensors
    3. Install one (1) Keypad in the hallway outside the IDF
2. Configure and test system on Verkada Command.
3. Provide training to Cabrillo Unified Staff for system configuration and day to day operations.

Cabling:

1. Install Security Cable from the Alarm Panel to each of the devices above.

Farallone Building B (New) Scope of Work:

Alarms:

1. Install Verkada Alarm System Components for Farallone Building ASchool.
    1. Install one (1) Verkada Alarm Panel in the IDF.
    2. Install twelve (11) Wired Motion Sensors
    3. Install one (1) Keypad in the IDF (or equivalent location if needed).
    4. Install one (1) Alarm Expander in the IDF.
2. Configure and test system on Verkada Command.
3. Provide training to Cabrillo Unified Staff for system configuration and day to day operations.

Cabling:

1. Install Security Cable from the Alarm Panel to each of the devices above.

Please Read:

All work will be completed in a professional and timely manner adhering to all local city, county state NEC, NFPA, OSHA, and IEEE 802.3 rules and regulations set forth by these organizations.

The proposal is based on-site survey that was complete:

Assumptions:

1. All coring, fire chases, or penetrations will be completed by other vendors unless noted otherwise.
2. All cable pathways are clear and accessible.
3. Work is to be done continuously throughout the day unless noted otherwise. Idle time incurred by KIS employees due to absence of required escorts, clearances, inability to enter the workplace, or other factors beyond our control, will be considered a change to the contract.
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Insurance Provided and Carried

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KIS
Keep IT Simple

Quote

KIS - Keep IT Simple
43160 Osgood Road
Fremont, CA 94539
United States

Quote #	13540
Date	2025/06/03
Expires	2025/07/03
Sales Contact	Gabriel Mendola

Prepared for

Cabrillo Unified School District
Stig Lynne
498 Kelly Avenue
Half Moon Bay, CA 94019
United States

T: 650-712-7100 x103
E: lynnes@cabrillo.k12.ca.us

ACCEPT QUOTE

Cabrillo USD - Verkada Alarms & Structured Cabling - Farallone B (new)

Farallone Building B (new)

Fees

Category	Item	Qty	Price	Total
Cabling Hardware	**Installation Materials - Alarms** Materials Description: Includes misc. mounting hardware and connectors.	1	$290.00	**$290.00**

Labor	**KIS Installation - Alarms**
	Scope of Work:
	1. Install Verkada Alarm System Components for Farallone Building ASchool.
	  1. Install one (1) Verkada Alarm Panel in the IDF.
	  2. Install twelve (11) Wired Motion Sensors
	  3. Install one (1) Keypad in the IDF (or equivalent location if needed).
	  4. Install one (1) Alarm Expander in the IDF.
	2. Configure and test system on Verkada Command.
	3. Provide training to Cabrillo Unified Staff for system configuration and day to day operations.
		1	$6,674.34	**$6,674.34†**

Cabling Hardware	**Installation Materials - Cabling** Materials Description: Includes misc. mounting hardware and connectors.	1	$1,260.00	**$1,260.00**
Labor	**KIS Installation - Cabling** Scope of Work: 1. Install Security Cable from the Alarm Panel to each of the devices above.	1	$8,888.00	**$8,888.00†**
Alarms	**BP52 32-Zone Alarm Panel, North America Type B Plug (New Alarms)**	1	$730.44	**$730.44**
Alarms	**BE32 8-Zone Alarm Expander (New Alarms)**	1	$283.56	**$283.56**
Alarms	**BK22 Touchscreen Alarm Keypad (New Alarms)**	1	$324.19	**$324.19**
Alarms	**BR11 Wired Motion Sensor**	11	$80.44	**$884.84**
Accessory	**Backup Battery for BP52 Alarm Panel, 200WH (New Alarms)**	2	$161.69	**$323.38**
Accessory	**Cellular Backup Communicator for BP52 Alarm Panel (New Alarms)**	1	$283.56	**$283.56**

KIS
Keep IT Simple

Quote

Category	Item	Qty	Price	Total
IP Physical Security / License	**10-Year Cellular Backup License With Data, Capacity Increase**	1	$2,192.94	**$2,192.94†**
IP Physical Security / License	**10-Year Basic Alarms License for 1 Site, Capacity Increase**	1	$4,875.00	**$4,875.00†**

† *Non-taxable item*

Please contact us if you have any questions.

One-Time Subtotal	$27,010.25
Estimated Freight	$193.00
Sales Tax (9.875%)	$432.52
Total	**$27,635.77 USD**

ACCEPT QUOTE

Cost Breakdown

Category	Fees
Cabling Hardware	$1,550.00
Labor	$15,562.34
Alarms	$2,223.03
Accessory	$606.94
IP Physical Security / License	$7,067.94
Estimated Freight	$193.00
Sales Tax	$432.52
Total	**$27,635.77 USD**

Terms and Conditions

A convenience fee of two point nine percent (2.9%) will be applied to credit card purchases.

Unless otherwise stated on the invoice, payment terms are thirty (30) days net from date of invoice. If Buyer fails to pay in accordance with these terms, KIS, at its option, may charge Buyer, and Buyer shall pay KIS (in addition to the price), a delinquent administrative service charge on the unpaid amount at the rate of one and a half percent (1.5%) per month (or such lower rate as may be the maximum allowable by law) from any such date until the date of payment. Should the Buyer become delinquent in the payment of any sum due to KIS, KIS shall not be obligated to continue performance under any agreement with Buyer. In the event of default, collection costs and attorney fees may apply.

Contact

KIS
Keep IT Simple

Gabriel Mendola | Senior Account Manager
(510) 403-7585 | gabrielm@kiscc.com

Keep IT Simple
43160 Osgood Road, Fremont, CA 94539
Keeping IT Simple Since 1988.
www.kiscc.com

CABRILLO UNIFIED SCHOOL DISTRICT

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

SUPERINTENDENT
Dr. Ramon Miramontes

GOVERNING BOARD
Mary Beth Alexander
Peter Cerneka
Lizet Cortes
Carmen Daniel
Breanna Lafontaine

MEMORANDUM

MEETING DATE: June 12, 2025
TO: Members of the Governing Board
FROM: Jennifer Marsh, Chief Business Officer
CATEGORY: Consent/Action
ITEM TITLE: Approval of Raptor Technologies Quote and Implementation

BACKGROUND INFORMATION

Last year, we entered into a contract with Raptor to enhance our visitor and volunteer screening process, specifically to enable verification against the sexual offender registry, which our current system, ILobby, does not support. Given this capability and Raptor's broader functionality, we plan not to renew our contract with ILobby and instead fully transition to Raptor as our primary visitor and volunteer management system.

State law requires that school districts ensure volunteers who may have unsupervised contact with students undergo background checks, including fingerprinting (Education Code § 45125.1), and that registered sex offenders are not permitted to work or volunteer in settings involving unaccompanied contact with minors (Penal Code § 290.95). Raptor provides tools to meet and exceed these legal requirements, giving our district added assurance in complying with state safety mandates.

REPORT/PROPOSAL

Replace ILobby with Raptor Visitor/Volunteer Management System
Key Benefits:

- Instant sex offender screening using government-issued IDs
- Volunteer management with integrated background checks
- Wearable panic buttons for quick emergency alerts
- Emergency drill reports for better preparedness
- SIS integration to account for students during emergencies

Raptor will improve campus safety, streamline visitor and volunteer processes, and enhance our emergency response capabilities.

FISCAL ANALYSIS

This quote reflects a two-year agreement with Raptor, which will be funded through the General Fund.

RECOMMENDATION

Staff recommends approval for the Raptor Technologies quote to ensure enhanced safety throughout the district.

Prepared by: *Holly Lynne*

RAPTOR TECHNOLOGIES
THE [redacted] IN SCHOOL SAFETY

Quote #: Q-106812-1
Effective Date: 6/1/2025
Date: 4/22/2025 11:43 AM
Expires On: 6/30/2025
Payment Terms: Net 60
Federal Tax ID #: 45-4914152

To:
Cabrillo Unified School District
498 Kelly Ave
Half Moon Bay, CA 94019
United States

From:
Chase Tamez
ctamez@raptortech.com

Subscription Term: 36 Months **Billing Frequency:** Annual

One-time Costs

PRODUCT	DESCRIPTION	UNIT PRICE	UNIT DISC	QTY	TOTAL YEAR-1 PRICE
Raptor Badge Alert Implementation	Raptor Badge Alert one-time implementation fee per site	USD 3,500.00		7	USD 24,500.00
Raptor Badge Alert Training	Raptor Badge Alert one-time training fee per site	USD 1,000.00		7	USD 7,000.00
Raptor Badge Alert Shipping	Raptor Badge Alert shipping fee per site	USD 250.00		7	USD 1,750.00
Remote Training	Remote web and phone-based training.	USD 1,015.00	100%	1	USD 0.00
Implementation Fee	One-time fee for implementation (per location).	USD 175.00	100%	7	USD 0.00
Apple iPad 10.2"	Apple 10.2-inch iPad Wi-Fi - 9th Generation	USD 389.99		9	USD 3,509.91
Universal Tablet Stand		USD 61.00		9	USD 549.00
Visitor Management Brother Printer	Brother Label Printer	USD 250.00		9	USD 2,250.00
QL 3-Pack Label Rolls	Brother Printer Badge Rolls - 3-pack	USD 95.00		9	USD 855.00
Shipping and Handling Fee	Required on all new orders.	USD 44.00		7	USD 308.00

One-time Costs SUBTOTAL:	USD 42,961.91
One-time Costs DISCOUNT:	USD 2,240.00
One-time Costs TOTAL:	USD 40,721.91

Raptor Recurring Costs

PRODUCT	DESCRIPTION	UNIT PRICE	UNIT DISC	QTY	TOTAL YEAR-1 PRICE
Raptor Badge Alert + VisitorSafe Bundle	Raptor Badge Alert annual per site access fee to Raptor Emergency Management Suite, Raptor LoRa Gateways, Raptor Locator Beacons, Raptor Badges, Verizon Frontline cellular wireless backup, and VisitorSafe Licenses.	USD 5,000.00		7	USD 35,000.00
Tablet License	Raptor VisitorSafe Tablet License Annual Per Site. Requires an active subscription to VisitorSafe.	USD 299.00		7	USD 2,093.00
				Raptor Recurring Costs SUBTOTAL:	USD 37,093.00
				Raptor Recurring Costs TOTAL:	USD 37,093.00

SUBTOTAL:	USD 80,054.91
TOTAL:	USD 77,814.91

RECURRING COSTS IN THIS QUOTE: USD 37,093.00

Quote Notes:

VisitorSafe and the Verizon Frontline Cellular Backup are being provided at no additional charge under the Raptor Badge Alert & VisitorSafe Promotional Offer, in consideration of the purchase of Badge Alert for a term of at least 3 years. VisitorSafe implementation and training are included. Charges will apply for hardware, shipping, tablet licenses, and the provision of any other product, service or element. At renewal, the current pricing at the time of renewal will apply. If VisitorSafe was purchased prior to this order (but still being provided in a current term), this promotion is being provided by the provision of a discount to the Badge Alert price. This promotion will not apply and may be reversed in the event the customer is delinquent in payments.

NEW CUSTOMERS MUST SIGN A SUBSCRIPTION AGREEMENT TO COMPLETE THEIR PURCHASE. Existing customers, by submitting a Purchase Order or making a payment based on a quote for additional or new products or services agree to the terms in the quote, the terms available at https://raptortech.com/Raptor_Technologies_General_Terms_and_Conditions.pdf, and any active agreements with Raptor Technologies, LLC or its purchasing cooperatives at the time of the Purchase Order or payment.

You may sign electronically; or you may print, sign and scan all pages of the document and email to ctamez@raptortech.com or fax to 713-880-2577.

Issuing a purchase order for payment? Please email to ctamez@raptortech.com.

Remit check payments to: Dept. 141, P.O. Box 4458, Houston, TX 77210-4458.

For any other questions, email ctamez@raptortech.com.

To order additional or replacement equipment and supplies with a credit card, visit http://www.shop.raptortech.com.

CABRILLO UNIFIED SCHOOL DISTRICT

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

INTERIM SUPERINTENDENT
Dr. Ramon Miramontes

GOVERNING BOARD
Mary Beth Alexander
Peter Cerneka
Lizet Cortes
Carmen Daniel
Breanna Lafontaine

MEMORANDUM

MEETING DATE: June 12, 2025
TO: Members of the Governing Board
FROM: Dr. Ramon Miramontes, 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.

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 the 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.

1. Policy 1113: District And School Websites
2. Policy 1330: Use Of School Facilities
3. Policy 3250: Transportation Fees
4. Policy 3311.1: Uniform Public Construction Cost Accounting Procedures
5. Policy 3312: Contracts
6. Policy 3400: Management Of District Assets/Accounts
7. Policy 3460: Financial Reports And Accountability
8. Policy 3540: Transportation
9. Policy 3550: Food Service/Child Nutrition Program
10. Policy 3551: Food Service Operations/Cafeteria Fund
11. Policy 3553: Free And Reduced Price Meals
12. Policy 3555: Nutrition Program Compliance

FISCAL ANALYSIS

There is no financial impact to the General Fund associated with the approval of these updates.

RECOMMENDATION

Approve the Governing Board Policy updates as submitted.

Prepared by: *[Rosibel Acosta, Administrative Assistant to Superintendent*

CABRILLO UNIFIED SCHOOL DISTRICT
POLICY GUIDESHEET
June 12, 2025

Note: This guidesheet provides a brief summary of the policy revisions for this update.

Board Policy 1113 - District and School Websites

Policy updated to incorporate concepts from NEW LAW (AB 2273, 2022) which, although not necessarily applicable to districts, requires a business that provides an online service, product, or feature likely to be accessed by children to comply with specified requirements and provides good guidance for districts seeking to create a safe online space for students.

Board Policy 1330 – Use of School Facilities

Policy updated to caution districts when charging religious groups direct costs for use of district facilities when those costs are not charged to other groups due to the potential conflict between a U.S. Supreme Court decision and state law. Policy also updated to add that the Governing Board may authorize the use of a school building as a vote center on election day and/or during the 10 days preceding election day, as well as during key dates necessary for drop-off, set-up, and pickup of election materials, as determined by the election official.

Board Policy 3250 - Transportation Fees

Policy updated to reference types of transportation services, in addition to home-to-school transportation, for which fees may be charged. The basis for establishing the amount of the fee deleted in BP since it is addressed in AR. Policy also adds material formerly in AR regarding (1) criteria for determining exemption of transportation fees based on financial need and (2) board certification to the county superintendent of schools that fees have been levied in accordance with law. Regulation reorganized to describe the types of transportation services for which fees are allowed, the amount of the fee, and then exemptions from fees. Material regarding the establishment of fees revised to reflect current practice which is no longer based on the Superintendent of Public Instruction's determination of the statewide average nonsubsidized cost of providing transportation on a publicly owned or operated transit system.

Policy updated to reflect NEW LAW (AB 181, 2022) which exempts a student classified as unduplicated from paying a fee for transportation. The policy is also updated to include an optional waiver of transportation fees for any group of district students, at the recommendation of the Superintendent. Also, the provision regarding privacy moved from AR to BP.

Board Policy 3311.1 - Uniform Public Construction Cost Accounting Procedures

New policy and regulation include material formerly in BP/AR 3311 - Bids pertaining to requirements of the Uniform Public Construction Cost Accounting Act (UPCCAA). Policy also adds prohibition against splitting a project or purchase into smaller work orders in order to evade requirements for competitive bidding, and legal authority to suspend the UPCCAA bidding process for the replacement or repair of a school facility in cases of emergency. Regulation also clarifies the requirement to disseminate the bid notice to the district's list of contractors.

Board Policy 3312 - Contracts

Policy updated to reflect NEW LAW (SB 1439, 2022) related to conflict of interest from campaign contributions and NEW LAW (SB 34, 2022) related to bribery of a public official, and include a general statement requiring Governing Board members and district employees who are involved in the making of contracts on behalf of the district to comply with the district's conflict of interest policy.

Board Policy 3400 - Management of District Assets/Accounts

Policy updated to reflect NEW LAW (SB 1439, 2022) related to conflict of interest from campaign contributions and existing conflict of interest provisions by providing that Governing Board members and district employees involved in the making of contracts on behalf of the district comply with the district's conflict of interest policy as specified in Board Bylaw 9270 - Conflict of Interest. Policy also updated to direct the Superintendent to submit reports of the district's financial status to the Board, in accordance with Board Policy and Administrative Regulation 3460 - Financial Reports and Accountability, and develop additional internal controls to strengthen fraud prevention.

Board Policy 3460 – Financial Reports and Accountability

Policy updated to add material related to districts facing insolvency who are considering applying for an emergency apportionment, including that the Governing Board is required to discuss the need for an emergency apportionment at a regular or special meeting at which parents/guardians, the exclusive representatives of employees of the district, and other members of the community have the opportunity to provide testimony.

Board Policy 3540 - Transportation

Policy updated to include material formerly in AR regarding the means of transportation, contracts for transportation services, and the option to pay parents/guardians their actual and necessary expenses in transporting the student. Policy also addresses (1) the district's authority to require families to pay a transportation fee, with specified exceptions; (2) the district's authority to transport students without parent/guardian permission when evacuation of students is necessary for their safety; and (3) the installation of a global positioning system on school buses to enhance safety and provide real-time location data. Regulation deleted and key concepts moved to BP.

Policy updated to reflect NEW LAW (AB 181, 2022) which authorizes a district to provide transportation services by way of a joint powers agreement, a cooperative student transportation program, or a consortium, and which requires, as a condition of apportionment, a district to adopt a transportation plan that describes the transportation services to be provided to certain student groups, as specified, by April 1, 2023 and update the plan annually by April 1.

Board Policy 3550 - Food Service/Child Nutrition Program

Policy updated to reflect NEW LAW (AB 130, 2021) which requires districts to provide a nutritionally adequate breakfast and lunch to any student who requests a meal, regardless of the student's free and/or reduced-price meal eligibility, and NEW LAW (AB 486, 2021) which authorizes the coordination of food service programs with classroom instruction and other related district programs.

Policy updated to reflect NEW LAW (SB 348, 2023) which (1) clarifies that districts are required to make available, during each school day and free of charge, one nutritionally adequate breakfast and one nutritionally adequate lunch to any student who requests a meal, including a student enrolled in an independent study program as specified, regardless of the student's eligibility for a federally funded free or reduced-price meal, (2) defines a "nutritionally adequate breakfast and lunch," and (3) requires that students be provided with adequate time to eat. Additionally, policy updated to reflect NEW LAW (AB 95, 2023) which clarifies that districts may sell a nutritiously adequate meal that qualifies for federal reimbursement to a student after a free meal has been provided. In addition, policy updated to reflect NEW LAW (SB 114, 2023) which establishes school food best practices such as serving freshly prepared onsite meals using minimally processed, locally grown, and sustainable food, giving priority to California-grown or produced foods, and increasing plant-based or restricted diet food options for students. Policy updated to reflect California Department of Food and Agriculture guidance about school gardens.

Board Policy 3551 - Food Service Operations/Cafeteria Fund

Policy updated to reflect NEW LAW (SB 265) which provides that students with unpaid meal fees must not be denied a reimbursable meal of their choice, eliminating the possibility that any student is required to receive an alternate meal. Policy also reflects a waiver granted by the U.S. Department of Agriculture extending the three-year Administrative Review cycle to a five-year cycle for school years 2017-18 through 2021-22. Regulation updated to reorganize the section on "Unpaid and Delinquent Meal Charges" to emphasize the prohibition against directing any action toward a student to collect unpaid school meal fees and reflect requirements, as amended by SB 265, to treat students with unpaid meal fees the same as other students.

Policy updated to reflect NEW LAW (AB 130, 2021) which requires districts to provide a nutritionally adequate breakfast and lunch to any student who requests a meal, regardless of the student's free and/or reduced-price meal eligibility, including revisions to the "Meal Sales" and "Program Monitoring and Evaluation" sections.

Policy updated to reflect NEW LAW (SB 490, 2022) which requires districts participating in the National School Lunch and/or Breakfast Program, with annual reimbursement of $1,000,000 or more, to (1) specify in the solicitation for bids and contracts for an agricultural food product that only the purchase of agricultural food products grown, packed, or processed domestically is authorized, unless a specific exception applies, including if the quality of the domestic product is inferior to the quality of the nondomestic product or if the bid or price of

the nondomestic product is more than 25 percent lower than the bid or price of the domestic product, and (2) retain documentation justifying the use of the exception for three years from the date of purchase. Policy also updated to reflect NEW LAW (AB 778, 2022) which requires a district to accept a bid or price for an agricultural food product grown in California before accepting a bid or price for a domestic agricultural food product that is grown outside the state, when certain conditions are met.

Policy updated to reflect NEW LAW (SB 348, 2023) which clarifies that (1) the establishment of a cafeteria fund does not preclude the district from using other funds for the purpose of purchasing school meals, and (2) districts are required to make available, during each school day and free of charge, one nutritionally adequate breakfast and one nutritionally adequate lunch to any student who requests a meal, including a student enrolled in an independent study program as specified, regardless of the student's eligibility for a federally funded free or reduced-price meal. Additionally, policy updated to reflect NEW LAW (AB 95, 2023) which clarifies that districts may sell a nutritiously adequate meal that qualifies for federal reimbursement to a student after a free meal has been provided and NEW LAW (SB 114, 2023) which establishes school food best practices such as giving priority to using California-grown or produced, sustainably grown, or whole or minimally processed foods, increasing plant-based or restricted diet food options for students, and preparing fresh meals onsite.

Board Policy 3553 - Free and Reduced Price Meals

Policy updated to reflect NEW LAW (AB 130, 2021) which requires districts to provide a nutritionally adequate breakfast and lunch to any student who requests a meal, regardless of the student's free and/or reduced-price meal eligibility. Updated policy includes general requirements applicable to federal National School Lunch and Breakfast Programs as well as the state Universal Meal Program. Updated Policy also includes revision to the "Confidentiality/Release of Records" section to permit the use of student information to facilitate the provision of targeted educational services to a student based on the local control and accountability plan, as clarified in the California Department of Education's Management Bulletin SNP-02-2018.

Policy updated to reflect NEW LAW (SB 348, 2023) which clarifies that districts are required to make available, during each school day and free of charge, one nutritionally adequate breakfast and one nutritionally adequate lunch to any student who requests a meal, regardless of the student's eligibility for a federally funded free or reduced-price meal, and NEW LAW (AB 95, 2023) which clarifies that districts may sell a nutritiously adequate meal that qualifies for federal reimbursement to a student after a free meal has been provided. Additionally, policy updated to clarify that meals served under the school nutrition program meet district-adopted guidelines, in addition to state and federal nutrition standards. In addition, policy updated to more closely align with code language.

Board Policy 3555 - Nutrition Program Compliance

Policy updated to clarify that prohibited discrimination includes alleged discrimination on the basis of race, color, national origin, age, sex, sexual orientation, gender identity, or disability. Policy also updated to reflect United States Department of Agriculture CRD memorandum 01-2022, "Application of Bostock v. Clayton County to Program Discrimination Complaint Processing," which clarifies that prohibited sex discrimination includes discrimination on the basis of gender identity and sexual orientation. Policy also updated to include that complaints against a program operator that is not an educational agency shall be filed with or referred to the California Department of Education.

Policy 1113: District And School Websites

Status: DRAFT

Original Adopted Date: 12/11/2008 | **Last Revised Date:** 12/14/2017 | **Last Reviewed Date:** TBD

To enhance communication with students, parents/guardians, staff, and community members, the Governing Board encourages the Superintendent or designee to develop and maintain district and school ~~web sites~~ **websites**. The use of district and school ~~web sites~~ **websites** shall support the district's vision and goals and shall be coordinated with other district communications strategies.

Design Standards

The Superintendent or designee shall ~~develop content guidelines~~ **establish design standards** for district and school ~~web sites~~ **websites** in order to maintain a consistent identity, professional appearance, and ease of use. ~~The district's design standards shall address the accessibility of district and school web sites to individuals with disabilities, including compatibility with commonly used assistive technologies.~~

District design standards shall require an evaluation of products, features, and content accessible to students on district and school websites to prevent access to harmful or potentially harmful material.

The district's design standards shall address the accessibility of district and school websites to individuals with disabilities, including compatibility with commonly used assistive technologies.

Website ~~Web Site~~ Content

The Superintendent or designee shall develop content guidelines for district and school websites and assign staff to review and approve content prior to posting.

Board policy pertaining to advertising in district and school publications, as specified in BP 1325 - Advertising and Promotion, shall also apply to advertising on district and school ~~web sites~~ **websites**.

Privacy Rights

The Superintendent or designee shall ensure that the privacy rights of students, parents/guardians, staff, Board members, and other individuals are protected on district and school ~~web sites~~ **websites**.

Telephone numbers and home and email addresses of students and/or their parents/guardians shall not be published on district or school ~~web sites~~ **websites**.

The district regards photographs as a category of directory information that would not generally be considered harmful or an invasion of privacy if disclosed. Therefore, a student's photograph, together with ~~his/her~~ **the student's** name, may be published on district or school ~~web sites~~ **websites** unless the student's parent/guardian has notified the district in writing to not release the student's photograph without prior written consent, in accordance with BP/AR 5125.1 - Release of Directory Information.

If students' names are not included, photographs of individual students or groups of students, such as at a school event, may be published on school or district websites.

Employees' home addresses, personal telephone numbers, and personal email addresses shall not be posted on district or school ~~web sites~~ **websites**.
The home address or telephone number of any elected or appointed official including, but not limited to, a Board member or public safety official, shall not be posted on district or school ~~web sites~~ **websites** without the prior written permission of that individual. (Government Code 3307.5, ~~6254.21, 6254.24~~**7928.205, 7920.535**)

No public safety official shall be required to consent to the posting on the Internet of his/her **the public safety official's** photograph or identity as a public safety officer for any purpose if that officer reasonably believes that the disclosure may result in a threat, harassment, intimidation, or harm to the officer or his/her **the officer's** family. (Government Code 3307.5)

Policy 1330: Use Of School Facilities

Status: DRAFT

Original Adopted Date: 12/11/2008 | **Last Revised Date:** 11/08/2018 | **Last Reviewed Date:** TBD

The Governing Board believes that school facilities and grounds are a vital community resource which should be used to foster community involvement and development. Therefore, the Board authorizes the use of school facilities by district residents and community groups for purposes specified in the Civic Center Act, to the extent that such use does not interfere with school activities or other school-related uses.

The Superintendent or designee shall give priority to school-related activities in the use of school facilities and grounds. Other uses authorized under the Civic Center Act shall be on a first-come, first-served basis.

For the effective management and control of school facilities and grounds, the Superintendent or designee shall maintain procedures and regulations that: (Education Code 38133)

1. Aid, encourage, and assist groups desiring to use school facilities for approved activities

2. Preserve order in school facilities and on school grounds and protect school facilities, ~~designating~~ **including the designation of** a person to supervise this task, if necessary

3. Ensure that the use of school facilities or grounds is not inconsistent with their use for school purposes and does not interfere with the regular conduct of ~~school work~~ **schoolwork**

Subject to prior approval by the Board, the Superintendent or designee may grant the use of school facilities or grounds on those days on which district schools are closed. (Education Code 37220)

There shall be no advertising on school facilities and grounds except as ~~allowed by district policy~~ specified in ~~BP~~ **Board Policy** 1325 - Advertising and Promotion.

As necessary to ensure efficient use of school facilities, the Superintendent or designee may, with the Board's approval, enter into an agreement for the joint use of any school facilities or grounds. The Board shall approve any such agreement only if it determines that it is in the best interest of the district and the community.

Fees

The Board shall adopt a comprehensive schedule of fees to be charged for community use of school facilities and grounds, including, but not limited to, the multipurpose room(s), playing or athletic field(s), track and field venue(s), tennis court(s), and outdoor basketball court(s). The schedule of fees shall be prepared in accordance with 5 CCR 14037-14041. (5 CCR 14041)

The Board authorizes the use of school facilities or grounds without charge to school-related organizations whose activities are directly related to or for the benefit of district schools. All other groups requesting the use of school facilities under the Civic Center Act shall be charged an amount not ~~exceeding~~ **to exceed** direct costs determined in accordance with 5 CCR 14037-14041.

Additionally, when any use of school facilities or grounds is for religious services, the district shall charge an amount at least equal to the district's direct costs. (Education Code 38134)

Groups shall be charged fair rental value when using school facilities or grounds for entertainment or meetings where admission is charged or contributions solicited and net receipts are not to be expended for charitable purposes or for the welfare of the district's students. (Education Code 38134)

Calculating Direct Costs

Direct costs to be charged for community use of each, or each type of, school facility or grounds shall be calculated in accordance with 5 CCR 14038 and may reflect the community's proportionate share of the following costs: (Education Code 38134; 5 CCR 14038-14041)

1. Capital direct costs calculated in accordance with 5 CCR 14039, including the estimated costs of maintenance, repair, restoration, and refurbishment of non-classroom space school facilities or grounds

2. Operational direct costs calculated in accordance with 5 CCR 14040, including estimated costs of supplies, utilities, janitorial services, other services performed by district employees and/or contracted workers, and salaries and benefits paid to district employees directly associated with the administration of the Civic Center Act to operate and maintain school facilities and grounds

Direct cost fees shall not be discounted to any group or organization except when the discount is specifically authorized in the adopted fee schedule. (5 CCR 14041)

Expending Funds Collected as Capital Direct Costs

Any funds collected as capital direct costs shall be deposited into a special fund to be used only for capital maintenance, repair, restoration, and refurbishment of school facilities and grounds. (5 CCR 14042)

Use of School Facility as Polling Place

The Board may authorize the use of school buildings as polling places ~~on any~~**, or vote centers for** election day~~, and~~**. The Board** may also authorize the use of school buildings, without cost, for the storage of voting machines and other vote-tabulating devices. However, if a city or county elections official specifically requests the use of a school building as a polling place, **or vote center on election day and/or during the 10 days preceding election day, as well as during key dates necessary for drop-off, set-up, and pick-up of election materials, as determined by the elections official,** the Board shall allow its use for such purpose. If school will be in session, the Superintendent or designee shall identify to elections officials the specific areas of the school buildings not occupied by school activities that will be allowed for use as **a** polling ~~places.~~ **place or vote center.** (Elections Code 12283)

When a school is used as a polling place **or vote center**, the Superintendent or designee shall provide the elections official a site with an adequate amount of space that will allow the precinct board to perform its duties in a manner that will not impede, interfere, or interrupt the normal process of voting and shall make a telephone line for Internet access available for use by local elections officials if so requested. ~~He/she~~ **The Superintendent or designee** shall make a reasonable effort to ensure that the site is accessible to persons with disabilities. (Elections Code 12283)
The Superintendent or designee shall establish procedures to ensure student safety and minimize disruptions whenever school is in session while the facilities are being used as a polling place.
or vote center.

Policy 3250: Transportation Fees

Status: DRAFT

Original Adopted Date: 06/26/2014 | **Last Revised Date:** TBD | **Last Reviewed Date:** TBD

~~Because~~ Whenever the cost of providing student transportation exceeds funding provided by the state, the Governing Board ~~finds it necessary to~~ may charge fees for home-to-school student transportation and other transportation services as expressly authorized by law.

The Superintendent or designee shall annually submit proposed transportation fee schedules for Board approval. ~~Fees shall be determined on the basis of operating costs in accordance with law.~~

The transportation fee shall be waived for any student who is eligible for free or reduced-price meals, who is an English learner, or who is a foster youth. (Education Code 39807.5)

At the recommendation of the Superintendent or designee, the Board may also approve a waiver of a transportation fee for any group of district students.

In addition, no ~~No~~ charge shall be made for any transportation of a students with a disability ~~whose individualized education program requires transportation or whose parents/guardians are determined indigent pursuant to administrative regulations.~~ (Education Code 39807.5)

Students receiving free transportation shall not be identified by the use of special bus passes, tickets, lines, seats, or any other means. They shall in no way be treated differently from other students, nor shall their names be published, posted, or announced in any manner or used for any purpose other than the transportation program.

The Board shall certify to the County Superintendent of Schools that the district has levied fees in accordance with law and that, in the event that excess fees have been charged, the fees have been reduced and excess fee revenue eliminated. (Education Code 39809.5)

Policy 3311.1: Uniform Public Construction Cost Accounting Procedures

Status: DRAFT

Original Adopted Date: TBD | **Last Revised Date:** TBD | **Last Reviewed Date:** TBD

In awarding contracts for public works projects involving district facilities, the Governing Board desires to obtain the best value to the district and ensure the qualifications of contractors to complete the project in a satisfactory manner. The Board has, by resolution, adopted the procedures set forth in the Uniform Public Construction Cost Accounting Act pursuant to Public Contract Code 22030-22045, including the informal bidding procedures when allowed by law.

The Board delegates to the Superintendent or designee the responsibilities to award any contract eligible for informal bidding procedures and to develop plans, specifications, and working details for all public projects requiring formal bidding procedures.

No work, project, service, or purchase shall be split or separated into smaller work orders or projects for the purpose of evading legal requirements for competitive bidding. (Public Contract Code 22033)

Projects awarded through the UPCCAA shall be subject to the cost accounting procedures established by the California Uniform Construction Cost Accounting Commission. (Public Contract Code 22030)

Emergency Actions

When formal bids are required by law but an emergency necessitates immediate repair or replacements, the Board may, upon a four-fifths vote of the Board, proceed to replace or repair a facility without adopting plans, specifications, strain sheets, or working details or giving notice for bids to let contracts. The work may be done by day labor under the direction of the Board and/or contractor. The emergency action shall subsequently be reviewed by the Board in accordance with Public Contract Code 22050 and shall be terminated at the earliest possible date that conditions warrant, so that the remainder of the emergency action may be completed by giving notice for bids to let contracts. (Public Contract Code 1102, 22035, 22050)

Policy 3312: Contracts

Status: DRAFT

Original Adopted Date: 07/31/1991 | **Last Revised Date:** 10/11/2007 | **Last Reviewed Date:** TBD

~~All contracts between the district and outside agencies shall conform to standards required by law and shall be prepared under the direction of the Superintendent or designee.~~

~~All contracts, where appropriate, shall be submitted to the legal advisor of the district for review and approval.~~

~~The district shall not enter into any contract with a person, agency, or organization if it has knowledge that such person, agency or organization discriminates on the basis of race, color, creed, sex, religion, ancestry, national origin, age or non job-related handicap or disability, either in employment practices or in the provision of benefits of services to student or employees.~~

~~The Superintendent or designee may enter into contracts on behalf of the district.~~

The Governing Board recognizes its responsibility to enter into contracts on behalf of the district for the acquisition of equipment, supplies, services, and other resources necessary for the achievement of district goals. In exercising this authority to enter into a contract, the Board shall ensure that the district's interest is protected, that the terms of the contract conform to applicable legal standards, including the bidding requirements in Public Contract Code 20111.

In addition, Board members and district employees involved in the making of contracts on behalf of the district shall comply with the district's conflict of interest policy as specified in Board Bylaw 9270 - Conflict of Interest.

The Board may, by a majority vote, delegate to the Superintendent or designee the authority to enter into contracts on behalf of the district. To be valid or to constitute an enforceable obligation against the district, all such contracts must be approved and/or ratified by the Board.

Every contract entered into on behalf of the district shall be made available for public inspection, except when the law prohibits disclosure. No contract shall prohibit a district employee from disparaging the goods or services of any contracting party.

Contracts for Non-nutritious Foods or Beverages

The district shall not enter into or renew a contract for the sale of foods or beverages that do not meet applicable nutritional standards specified in Education Code 49431-49431.7, 5 CCR 15500-15501 or 15575-15578, or 7 CFR 210.11 or 220.12, unless the contract specifies that such sale will occur off campus or outside the time restriction specified in the applicable law.

Before the district enters into or renews a contract that grants exclusive or nonexclusive advertising or sale of carbonated beverages, non-nutritious beverages, or non-nutritious foods as defined in law, the Board shall ensure that the district has sufficient internal controls in place to protect the integrity of public funds and to ensure that funds raised as a result of the contract benefit public education. (Education Code 35182.5)

The Superintendent or designee shall develop the district's internal control procedures to protect the integrity of public funds. Such internal controls may include, but not be limited to, the following:

1. Procedures that produce accurate and reliable financial statements and, at the same time, safeguard the assets, financial resources, and integrity of every employee responsible for handling money or property. Control systems shall be systematically evaluated and revised to keep pace with the changing responsibilities of management.

2. Procedures to ensure that district personnel do not handle cash or product at the school site. The contract shall specify that the vendor stock the machines and shall provide cash accounting, along with a check, for district proceeds directly to the control office.

To ensure that funds raised by the contract benefit district schools and students:

1. The Superintendent or designee may invite parents/guardians, students, staff, and interested community members to make recommendations regarding the contract, including recommendations as to how the funds will be spent in a manner that benefits public education.

2. Prior to ratifying the contract, the Board shall designate the specific programs and activities that will be funded by the proceeds of the contract and consider how the contract reflects the district's vision and goals.

3. The contract shall specify that the contractor report, on a quarterly basis, to the Superintendent or designee the number of food items or beverages sold within the district and the amount of money raised by the sales. The Superintendent or designee shall report these amounts to the Board on a regular basis.

4. The Superintendent or designee shall ensure that the contract does not limit the ability of student and parent organizations to plan and operate fundraising activities.

Any contract for the sale or advertisement of non-nutritious foods or carbonated or non-nutritious beverages shall be entered into on a competitive bid basis pursuant to Public Contract Code 20111 or through the issuance of a Request for Proposal. (Education Code 35182.5)

The Board shall hold an annual public hearing to review and discuss all existing and potential contracts for the sale of foods and beverages on campus, including those sold as full meals or through competitive sales, fundraisers, or vending machines. The Board shall hold a public meeting for any contract not discussed at the annual public hearing. (Education Code 35182.5)

The public hearing shall include, but not be limited to, a discussion of the nutritional value of foods and beverages sold within the district; the availability of fresh fruit, vegetables, and grains in school meals and snacks, including locally grown and organic produce; the amount of fat, sugar, and additives in the foods and beverages discussed; and barriers to student participation in school breakfast and lunch programs. (Education Code 35182.5)

The contract shall be accessible to the public and may not include a confidentiality clause that would prevent the district or a district school from making any part of the contract public. (Education Code 35182.5)

Contracts for Electronic Products or Services

The Board shall not enter into a contract for electronic products or services that requires the dissemination of advertising to students, unless the Board: (Education Code 35182.5)

1. Enters into the contract at a noticed, public hearing of the Board.

2. Makes a finding that the electronic product or service is or would be an integral component of the education of students.

3. Makes a finding that the district cannot afford to provide the electronic product or service unless it contracts to permit dissemination of advertising to students.

4. As part of the district's normal, ongoing communication to parents/guardians, provides written notice that the advertising will be used in the classroom or other learning center.

5. Offers parents/guardians the opportunity to request in writing that their child not be exposed to the program that contains the advertising. A request shall be honored for the school year in which it is submitted, or longer if specified, but may be withdrawn by the parents/guardians at any time.

Contracts for Digital Storage and Maintenance of Student Records

The district may enter into or renew a contract with a third party for the purpose of providing services, including cloud-based services, for the digital storage, management, and retrieval of student records and/or to provide digital educational software that authorizes a third-party provider of digital educational software to access, store, and use student records. For these purposes, student records include any information maintained by the district that is directly

related to a student and any information acquired directly from the student through the use of instructional software or applications assigned to the student by a teacher or other district employee, and do not include de-identified information. (Education Code 49073.1)

Any such contract shall contain all of the following: (Education Code 49073.1)

1. A statement that student records continue to be the property of and under the control of the district

2. If applicable, a description of the means by which students may retain possession and control of their own student-generated content, as defined in Education Code 49073.1, including options by which a student may transfer student-generated content to a personal account

3. A prohibition against the third party using any information in the student record for any purpose other than those required or specifically permitted by the contract

4. A description of the procedures by which a parent/guardian or a student age 18 years or older may review personally identifiable information in the student's records and correct erroneous information

5. A description of the actions the third party will take, including the designation and training of responsible individuals, to ensure the security and confidentiality of student records

6. A description of the procedures for notifying the affected parent/guardian, or the affected student if age 18 years or older, in the event of an unauthorized disclosure of the student's records

7. A certification that a student's records shall not be retained or available to the third party upon completion of the terms of the contract and a description of how that certification will be enforced, except that these requirements shall not apply to student-generated content if the student chooses to establish or maintain an account with the third party for the purpose of storing that content

8. A description of how the district and the third party will jointly ensure compliance with the federal Family Educational Rights and Privacy Act, 20 USC 1232g

9. A prohibition against the third party using personally identifiable information in student records to engage in targeted advertising

Contracts for Personal Services

In order to achieve cost savings, the district may enter into or renew a contract for any personal service that is currently or customarily performed by classified employees, if the contract does not displace school district employees and meets other conditions specified in Education Code 45103.1. To enter into or renew such a contract, the Board shall ensure that the district meets the numerous conditions specified in Education Code 45103.1.

1. The contract is for new district functions and the Legislature has specifically mandated or authorized the performance of the work by independent contractors

2. The services contracted are not available within the district, cannot be performed satisfactorily by district employees, or are of such a highly specialized or technical nature that the necessary expert knowledge, experience, and ability are not available through the district

3. The services are incidental to a contract for the purchase or lease of real or personal property, including, but not be limited to, agreements to service or maintain office equipment or computers that are leased or rented

4. The district's policy, administrative, or legal goals and purposes cannot be accomplished through the utilization of persons selected pursuant to the regular or ordinary district hiring process

5. The nature of the work is such that the criteria for emergency appointments, as defined in Education Code 45103.1, apply

6. The contractor will provide equipment, materials, facilities, or support services that could not feasibly be provided by the district in the location where the services are to be performed

7. The services are of such an urgent, temporary, or occasional nature that the delay that would result from using the district's regular or ordinary hiring process would frustrate their very purpose

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Policy 3400: Management Of District Assets/Accounts

Status: DRAFT

Original Adopted Date: 12/11/2008 | **Last Revised Date:** TBD | **Last Reviewed Date:** TBD

The Governing Board recognizes its fiduciary responsibility to effectively manage and safeguard the district's assets and resources in order to help achieve the district's goals for student learning. The Superintendent or designee shall establish and maintain an accurate, efficient financial management system that enhances the district's ability to meet its fiscal obligations, produces reliable financial reports, and complies with laws, regulations, policies, and procedures. ~~He/she~~The Superintendent or designee shall ensure that the district's accounting system provides ongoing internal controls and meets generally accepted accounting standards as specified by the California Department of Education and, as appropriate, the Governmental Accounting Standards Board (GASB). When required by law or as directed by the Board, and in accordance with Board Policy and Administrative Regulation 3460 – Financial Reports and Accountability, the Superintendent or designee shall submit to the Board reports of the district's financial status.

Capital Assets

The Superintendent or designee shall develop a system to accurately identify and value district assets in order to help ensure financial accountability and to minimize the risk of loss or misuse. District assets with a useful life of more than one year and an initial acquisition cost of ~~$15,000~~ $5,000 or more shall be considered capital assets. The Superintendent or designee shall determine the estimated useful life of each capital asset and shall calculate and report the estimated loss of value or depreciation during each accounting period for all capital assets.

Internal Controls/Fraud Prevention

The Board expects Board members, employees, consultants, vendors, contractors, and other parties maintaining a business relationship with the district to act with integrity and due diligence in dealings involving the district's assets and fiscal resources.

Board members and district employees involved in the making of contracts on behalf of the district shall comply with the district's conflict of interest policy as specified in Board Bylaw 9270 - Conflict of Interest.

The Superintendent or designee shall develop internal controls which aid in the prevention and detection of fraud, financial impropriety, or irregularity within the district, assist with effective and efficient operation of the district, produce reliable financial information, and ensure compliance with all applicable laws and regulations. These internal controls may include, but are not limited to, segregating and monitoring employee duties relating to authorization, custody of assets, and recording or reporting of transactions; providing detailed, written job descriptions explaining the segregation of functions; adopting an integrated financial system; developing timely reconciliations of budgets, ledgers, and accounts; conducting background checks on business office employees; and requiring continuous in-service training for business office staff and board members on the importance of fraud prevention, financial management, budget, and governance.

All employees shall be alert for any indication of fraud, financial impropriety, or irregularity within their area of responsibility. Any employee who suspects fraud, impropriety, or irregularity shall immediately report those suspicions to the employee's immediate supervisor and/or the Superintendent or designee. In addition, the Superintendent or designee shall establish a method for employees and outside persons to anonymously report any suspected instances of fraud, impropriety, or irregularity.

The Superintendent or designee shall have primary responsibility for any necessary investigations of suspected fraud, impropriety, or irregularity, in coordination with legal counsel, the district's auditors, the Fiscal Crisis and Management Assistance Team (FCMAT), law enforcement agencies, or other governmental entities, as appropriate.

The Superintendent or designee shall provide regular reports to the Board on the status of the district's internal control procedures and recommend any necessary revisions to related Board policies or administrative regulations.

Policy 3460: Financial Reports And Accountability

Status: DRAFT

Original Adopted Date: 12/12/2009 | **Last Revised Date:** 04/13/2023 | **Last Reviewed Date:** TBD

The Governing Board is committed to ensuring public accountability and the fiscal health of the district. The Board shall adopt sound fiscal management policies and practices, oversee the district's financial condition, and continually evaluate whether the district's budget and financial operations support the district's goals for student achievement.

The Superintendent or designee shall ensure that district financial reports are prepared in accordance with law and in conformity with generally accepted accounting principles and financial reporting standards stipulated by the Governmental Accounting Standards Board and the California Department of Education (CDE). The Superintendent or designee shall establish a system of ongoing internal controls to ensure the reliability of financial reporting.

When required by law or as directed by the Board, the Superintendent or designee shall submit to the Board reports of the district's financial status, including, but not limited to, any report specified in this Board policy or accompanying administrative regulation. When submission of any such report to a local, state, and/or federal agency requires prior Board approval, the Superintendent or designee shall provide the report to the Board in sufficient time to enable the Board to carefully review the report without breaking any applicable submission deadline.

The Board shall regularly assess the district's financial position and communicate the results to the public, and shall use financial reports to determine the actions and budget amendments, if any, that are needed to ensure the district's financial stability. If district conditions predict fiscal distress or indicate that the district might not be able to meet its fiscal obligations, the Board and Superintendent or designee shall take action to resolve these conditions without delay. The Board shall work cooperatively with the County Superintendent of Schools to improve the district's fiscal health and may contract with an external individual or organization to provide the district with needed advice or fiscal management or training.

If the district is facing fiscal insolvency, the Board may consider applying to the state for an emergency apportionment that exceeds 200 percent of the district's recommended reserve. Before applying for such emergency apportionment, the Board shall discuss, at a regular or special meeting, the need for an emergency apportionment and receive testimony regarding the apportionment from parents/guardians, the exclusive representatives of employees of the district, and other members of the community. (Education Code 41326)

Unaudited Actual Receipts and Expenditures

On or before September 15, the Board shall approve and file with the County Superintendent a statement of the district's unaudited actual receipts and expenditures for the preceding fiscal year. The Superintendent or designee shall prepare this statement using the state's standardized account code structure (SACS) as prescribed by the Superintendent of Public Instruction (SPI). (Education
Code 42100)

Gann Appropriations Limit Resolution

On or before September 15, the Board shall, at a regular or special meeting, adopt a resolution identifying, pursuant to Government Code 7900-7914, the district's estimated appropriations limit for the current fiscal year and the actual appropriations limit for the preceding fiscal year. Documentation used to identify these limits shall be made available to the public on the day of the Board meeting. (Education Code 42132; Government Code 7910)

Interim Reports/Certification of Ability to Meet Fiscal Obligations

Each fiscal year, the Superintendent or designee shall submit two interim reports to the Board. The first report shall cover the district's financial and budgetary status for the period ending October 31 and the second report shall cover the period ending January 31. These reports and supporting data shall be made available by the district for public review. (Education Code 42130)

Within 45 days after the close of the period reported, the Board shall approve the interim report and, on the basis of the interim report and any additional financial information known by the Board, shall certify in writing whether the district will be able to meet its fiscal obligations for the remainder of the fiscal year and, based on current forecasts,

for the two subsequent fiscal years. The certification shall be classified as one of the following: (Education Code 42130, 42131)

1. "Positive certification" indicating that the district will meet its financial obligations for the current fiscal year and two subsequent fiscal years

2. "Qualified certification" indicating that the district may not meet its financial obligations for the current fiscal year or two subsequent fiscal years

3. "Negative certification" indicating that the district will be unable to meet its financial obligations for the remainder of the fiscal year or the subsequent fiscal year

The Superintendent or designee shall submit a copy of each interim report and certification to the County Superintendent using the state's SACS software, as prescribed by the SPI. (Education Code 42130, 42131)

If the district's certification is subsequently changed by the County Superintendent from a positive to a qualified or negative certification, or from a qualified to a negative certification, the Board may appeal the decision to the SPI within five days of receiving the notice of change. (Education Code 42131)

Whenever the district receives a qualified or negative certification from the Board or the County Superintendent, the Superintendent or designee shall cooperate in the implementation of any remedial actions taken or prescribed by the County Superintendent. (Education Code 42131)

If the second interim report is accompanied by a qualified or negative certification, the Board shall, no later than June 1, provide to the County Superintendent, the State Controller, and the SPI a financial statement as of April 30 ("third interim report") that projects the district's fund and cash balances through June 30. (Education Code 42131)

If at any time during the fiscal year, the County Superintendent concludes that the district's budget does not comply with the standards and criteria for financial stability and conducts a comprehensive review of the district's financial and budgetary conditions, the Board shall review any report of the County Superintendent's findings and recommendations at a public Board meeting. Within 15 days of receiving the report, the district shall notify the County Superintendent and the SPI of the Board's proposed actions on the recommendation. (Education Code 42637)

Audit Report

By April 1 of each year, the Board shall provide for an annual audit of the district's books and accounts. (Education Code 41020)

To conduct the audit, the Board shall select a certified public accountant or public accountant licensed by the State Board of Accountancy from among those deemed qualified by the State Controller. (Education Code 41020, 41020.5)

Except when, as determined by the Education Audits Appeal Panel, no otherwise eligible auditor is available, a public accounting firm whose lead or coordinating audit partner having primary responsibility for the audit or whose audit partner responsible for reviewing the audit has performed audit services for the district in each of the six previous fiscal years shall not be selected to perform a district audit. (Education Code 41020)

No later than December 15, the report of the audit for the preceding fiscal year shall be filed with the County Superintendent, ~~the~~ CDE, and the State Controller. (Education Code 41020)

Prior to December 15 whenever possible, but in no case later than January 31, the Board shall review, at an open meeting, the annual district audit for the prior year, any audit exceptions identified in that audit, the recommendations or findings of any management letter issued by the auditor, and any description of correction or plans to correct any exceptions or any issue raised in a management letter. (Education Code 41020.3)

The Board shall have an opportunity at the meeting to ask questions of the auditor and request further information about the audit findings.

Policy 3540: Transportation

Status: DRAFT

Original Adopted Date: 12/11/2008 | **Last Revised Date:** TBD | **Last Reviewed Date:** TBD

The Governing Board desires to provide for the safe and efficient transportation of students to and from school as necessary to ensure student access to the educational program, promote regular attendance, and reduce tardiness. In determining ~~The~~ the extent to which the district will provide~~s for~~ transportation services, the Board shall weigh ~~depend upon~~ student and community needs ~~and~~ against the cost of providing such services ~~a continuing assessment of financial resources~~.

The Superintendent or designee shall recommend to the Board ~~the most~~ economical, environmentally sustainable, and appropriate means of providing transportation services. The district's transportation services may be provided by means of a joint powers agreement, a cooperative student transportation program, or a consortium, as permitted by law.

No student shall be required to be transported for any reason without the written permission of the student's parent/guardian, except in emergency situations involving illness or injury to the student pursuant to Education Code 35350 or the evacuation of students as necessary for their safety.

Transportation Plan

The Superintendent or designee shall develop a transportation plan in consultation with classified staff, teachers, school administrators, regional local transit authorities, local air pollution control districts and air quality management districts, parents/guardians, students, and other stakeholders. (Education Code 39800.1)

The transportation plan shall be presented to and adopted by the Board at an open meeting, with the opportunity for in-person and remote public comment, and shall be updated annually by April 1. (Education Code 39800.1)

The transportation plan shall include descriptions of the following: (Education Code 39800.1)

1. The transportation services offered to students
2. How transportation services will be prioritized for low-income students, students in transitional kindergarten, kindergarten, and any of grades 1 to 6, inclusive
3. The transportation services accessible to students with disabilities and homeless children and youth, as defined pursuant to the federal McKinney-Vento Homeless Assistance Act (42 USC 11301)
4. How unduplicated students, as defined in Education Code 42238.02, will be able to access available home-to-school transportation at no cost

Transportation Contracts

The Board may purchase, rent, or lease vehicles; contract with a common carrier or municipally owned transit system; contract with responsible private parties including the parent/guardian of the student being transported; and/or contract with the County Superintendent of Schools. (Education Code 35330, 39800, 39801)

In contracting for transportation services, the district shall comply with all applicable laws related to bids and contracts. (Education Code 39802-39803)

Expenses and Fees

In lieu of providing transportation in whole or in part, the district may pay the student's parents/guardians either their actual and necessary expenses in transporting the student or the cost of the student's food and lodging at a place convenient to the school. In either case, the amount of the payment shall not exceed the cost that would be incurred by the district to provide for the transportation of the student to and from school. (Education Code 39806-39807)

The Board may charge a transportation fee to parents/guardians of transported students in accordance with Education Code 39807.5 and BP/AR 3250 - Transportation Fees.

Safety and Monitoring

The Superintendent or designee shall develop procedures to promote safety for students traveling on school buses.

The district may install a global positioning system (GPS) on school buses and/or student activity buses in order to enhance student safety and provide real-time location data to district and school administrators, and parents/guardians.

The Superintendent or designee shall ensure the qualifications of bus drivers and related staff employed by the district, provide for the maintenance and operation of district-owned school buses and other equipment, and ensure adequate facilities for equipment storage and maintenance.

Policy 3550: Food Service/Child Nutrition Program **Status:** DRAFT

Original Adopted Date: 12/11/2008 **| Last Revised Date:** TBD **| Last Reviewed Date:** TBD

The Governing Board recognizes that ~~students need~~ adequate, nourishing food ~~in order to grow, learn, and maintain good health~~ **is essential to student health and well-being, development, and ability to learn. The Superintendent or designee shall develop strategies to increase students' access to and participation in the district's food service programs and maintain fiscal integrity of the programs in accordance with law.**

Each school day, a nutritionally adequate breakfast and lunch shall be made available at no cost to any student who requests a meal, including a student enrolled in an independent study program on any school day in which the student is scheduled for in-person educational activities of two or more hours. A nutritionally adequate breakfast or lunch is one that qualifies for reimbursement under the most current meal pattern for the federal School Breakfast Program or National School Lunch Program.

After a student has been provided a school meal at no cost, the district may sell the student the entrée from an additional nutritiously adequate meal that qualifies for federal reimbursement, from the same meal service. (Education Code 49431)

Foods and beverages available through the district's food service program shall:

1. Be carefully selected so as to contribute to students' nutritional well-being and the prevention of disease
2. Meet or exceed nutrition standards specified in law ~~and administrative regulation~~
3. Be prepared in ways that will appeal to students, retain nutritive quality, and foster lifelong healthful eating habits
4. Be served in age-appropriate portions

~~5. Be sold at reasonable prices~~

At the beginning of each school year, the Superintendent or designee shall communicate information related to the district's food service programs to the public through available means, including, but not limited to, the district's website, social media, flyers, and school publications.

The district's food service program shall give priority to serving ~~unprocessed~~ **freshly prepared onsite meals, using whole or minimally processed sustainable** foods ~~and~~ **which are locally grown or produced, including** fresh fruits and vegetables ~~that are not deep fried~~**, and providing plant-based or restricted diet food options for students**.

District schools are encouraged to establish school gardens and/or farm-to-school projects to increase the availability of safe, fresh, seasonal fruits and vegetables for school meals, positively impact students' knowledge related to food and nutrition, support the district's nutrition education program, and increase students' consumption of these foods and participation in school meals.

To the extent possible, the school meal program shall be coordinated with the nutrition education program, instructional program for teachers, parents/guardians and food service employees, available community resources, and other related district programs.

To encourage student participation in school meal programs, schools may offer multiple choices of food items within a meal service, provided all food items meet nutrition standards and all students are given an opportunity to select any food item.

The Superintendent or designee ~~shall encourage the participation of~~ **may invite** students and parents/**guardians to participate** in the selection of foods of good nutritional quality for school menus.

~~The Board desires to provide students with~~ **Students shall be allowed** adequate time and space to eat meals. **(Education Code 49501.5)**

To the extent possible, school, recess, and transportation schedules shall be designed to ~~encourage~~ **promote** participation in school meal programs.

The Superintendent or designee shall periodically review the adequacy of school **cafeterias and** facilities for ~~cafeteria eating and~~ food preparation **and consumption**.

In accordance with law, the Superintendent or designee shall develop and maintain a food safety program in order to reduce the risk of foodborne hazards at each step of the food preparation ~~process, from receiving to~~ **and** service **process**.

The Superintendent or designee shall annually report to the Board ~~regarding the district's compliance with~~ **on student participation in the district's nutrition programs and the extent to which the district's food service program meets** state and federal nutrition standards for foods and beverages. **In addition, the Superintendent or designee shall provide all necessary and available documentation required for the Administrative Review conducted by the California Department of Education (CDE) to ensure the food service program's compliance with federal requirements related to nutrition standards, meal patterns, provision of drinking water, school meal environment, food safety, and other areas as required by the CDE.**

Policy 3551: Food Service Operations/Cafeteria Fund **Status:** DRAFT

Original Adopted Date: 12/11/2008 | **Last Revised Date:** 09/10/2020 | **Last Reviewed Date:** TBD

The Governing Board intends that school food services shall be a self-supporting, nonprofit program. To ensure program quality and ~~increase~~ cost effectiveness, the Superintendent or designee shall centralize and direct the purchasing of foods and supplies, the planning of menus, and the auditing of all food service accounts for the district.

At the Board's discretion, district funds other than the cafeteria fund may be used for the purchase of school meals.

The Superintendent or designee shall ensure that food service director(s) possess the qualifications required by 7 CFR 210.30 and California Department of Education (CDE) standards.

At least once each year, food service administrators, other appropriate personnel who conduct or oversee administrative procedures, and other food service personnel shall receive training provided by ~~the~~ CDE. (42 USC 1776)

Meal Sales

Each school day, a nutritionally adequate breakfast and lunch shall be made available at no cost to any student who requests a meal, including a student enrolled in an independent study program on any school day in which the student is scheduled for in-person educational activities of two or more hours. After such school meals have been made available to a student, the district may sell the student the entrée from an additional nutritiously adequate meal that qualifies for federal reimbursement, from the same meal service. (Education Code 49431, 49501.5)

As permitted by law, adult meals and other nonprogram foods, such as smart snack compliant food and beverages sold in vending machines, may be sold to students. (Education Code 38082, 49431, 49501.5)

Meals may be sold to **students**, district employees, Board members, and employees or members of the fund or association maintaining the cafeteria. (Education Code 38082)

In addition, meals may be sold to nonstudents, including parents/guardians, volunteers, students' siblings, or other individuals, who are **authorized by the Superintendent or designee to be** on campus ~~for a legitimate purpose~~. Any meals served to nonstudents shall not be subsidized by federal or state reimbursements, food service revenues, or U.S. Department of Agriculture (USDA) foods.

Meal prices, as recommended by the Superintendent or designee and approved by the Board, shall be based on the costs of providing food services and consistent with Education Code 38084 and 42 USC 1760. ~~Students who are enrolled in the free or reduced-price meal program shall receive meals free of charge or at a reduced price in accordance with law, Board policy, and administrative regulation.~~

The Superintendent or designee shall establish strategies and procedures for the collection of meal payments, ~~including delinquent meal payments~~. Such procedures shall conform with ~~BP/AR 3553 - Free and Reduced Price Meals,~~ 2 CFR 200.426~~,~~ and any applicable CDE guidance. The Superintendent or designee shall clearly communicate these procedures to students and parents/guardians, and shall make this policy and the accompanying administrative regulation available to the public pursuant to Education Code 49557.5.

~~The Superintendent or designee shall ensure that a student whose parent/guardian has unpaid school meal fees or a student who is enrolled in the free or reduced-price meal program is not overtly identified by the use of special tokens, tickets, or other means and is not shamed, treated differently, or served a meal that differs from the meal served to other students. (Education Code 49557, 49557.5)~~

Cafeteria Fund and Account

The Superintendent or designee shall establish a cafeteria fund independent of the district's general fund.

The Superintendent or designee shall ensure that state and federal funds provided through school meal programs are allocated only for purposes related to the operation or improvement of food services and for reasonable and necessary indirect program costs as allowed by law.

The wages, salaries, and benefits of food service employees shall be paid from the cafeteria fund. (Education Code 38103)

Contracts with Outside Services

~~The Superintendent or designee shall ensure that state and federal funds provided through school meal programs are allocated only for purposes related to the operation or improvement of food services and reasonable and necessary indirect program costs as allowed by law.~~

~~Contracts with Outside Services~~

With Board approval, the district may enter into a contract for food service consulting services or management services in one or more district schools. (Education Code 45103.5; 42 USC 1758; 7 CFR 210.16)

Procurement of Foods, Equipment and Supplies

To the maximum extent practicable, foods purchased for use in school meals by the district or by any entity purchasing food on its behalf shall be domestic commodities or products. *Domestic commodity or product* means an agricultural commodity that is produced in the United States and a food product that is processed in the United States substantially using agricultural commodities that are produced in the United States. (42 USC 1760; 7 CFR 210.21)

The district's food service program shall give priority to serving freshly prepared onsite meals, using whole or minimally processed sustainable foods which are locally grown or produced, including fresh fruits and vegetables, and to providing plant-based or restricted diet food options for students.

When soliciting for bids and contracts for the purchase of an agricultural food product, the district shall specify in the solicitation that only the purchase of agricultural food products grown, packed, or processed domestically is authorized, unless a specific exception applies.

A nondomestic food product may be purchased for use in the district's food service program only as a last resort when the product is not produced or manufactured in the United States in sufficient and reasonabl~~e~~**y available** quantities of a satisfactory quality, ~~or when competitive bids reveal~~ the ~~costs~~ **quality** of ~~a United States~~ **the domestic** product ~~are significantly higher than~~ **is inferior to the quality of** the nondomestic product**, or the bid or price of the nondomestic product is more than 25 percent lower than the bid or price of the domestic product**. In such cases, the Superintendent or designee shall retain documentation justifying the use of the exception **for three years from the date of purchase. (Food and Agriculture Code 58596.3)**

Furthermore, the district shall accept a bid or price for an agricultural **food** product grown in California before accepting a bid or price for a **domestic** agricultural **food** product **that is** grown outside the state, if the quality of the California-grown product is comparable and the bid or price does not exceed the lowest bid or price ~~of a~~ **for domestic** product produced outside the state. (Food and Agriculture Code 58595)

Bid solicitations and awards for purchases of equipment, materials, or supplies in support of the district's child nutrition program, or for contracts awarded pursuant to Public Contract Code 2000, shall be consistent with the federal procurement standards in 2 CFR 200.318-200.326. Awards shall be let to the most responsive and responsible party. Price shall be the primary consideration, but not the only determining factor, in making such an award. (Public Contract Code 20111)

Program Monitoring and Evaluation

The Superintendent or designee shall present to the Board, at least annually, financial reports regarding revenues and expenditures related to the food service program.

The Superintendent or designee shall provide all necessary documentation required for the Administrative Review conducted by ~~the~~ CDE to ensure compliance of the district's food service program with federal requirements~~, related to maintenance of the nonprofit school food service account, meal charges, paid lunch equity, revenue from nonprogram goods, indirect costs, and USDA foods~~.

Policy 3553: Free And Reduced Price Meals **Status:** DRAFT

Original Adopted Date: 12/08/2008 **| Last Revised Date:** 08/09/2018 **| Last Reviewed Date:** TBD

The Governing Board recognizes that adequate nutrition is essential to the development, health and well- being, and learning of all students. The Superintendent or designee shall facilitate and encourage the participation of all students from low-income families in the district's food service program.

The Each school day, the district shall provide at least one make available, free of charge, one nutritionally adequate meal each school day, free of charge or at a reduced price breakfast and one nutritionally adequate lunch for any students whose families meet federal eligibility criteria who requests a meal. (Education Code 49550, 49552 49501.5)

After a student has been provided a school meal at no cost, the district may sell the student the entrée from an additional nutritiously adequate meal that qualifies for federal reimbursement, from the same meal service. (Education Code 49431)

To provide optimal nutrition and reduce the administrative burden of food service operations ensure that schools receive maximum federal meal reimbursement, the Superintendent or designee shall assess the eligibility of district schools to provide breakfast and/or lunch free of charge to all students at the school under a federally funded operate a federal universal meal service provision, such as Provision 2 or the Community Eligibility Provision, pursuant to 42 USC 1759a.

If any district school meets the criteria for a "very high poverty school" through its eligibility for the federal Community Eligibility Provision reimbursement rate pursuant to 42 USC 1759a, the district The Superintendent or designee shall apply submit an application to operate a federal universal meal provision to the California Department of Education (CDE) to operate a universal meal service, unless the Board adopts a resolution stating that the district is unable to comply with this requirement due to fiscal hardship. The resolution shall be part of the public agenda for at least two consecutive Board meetings, first as an information item and then as an action item. The Board shall reconsider the resolution at least once every four years. on behalf of any district school that meets the definition of a "high poverty school." (Education Code 49564.3; 42 USC 1759a)

The Superintendent or designee shall ensure that meals provided through the free and reduced-price meals served under the school nutrition program meet applicable state and/or federal nutritional standards, as specified in accordance with law, Board policy, and administrative regulation district-adopted guidelines.

The Board shall approve, and shall submit to CDE for approval, a plan that ensures that students eligible to receive free or reduced-price meals are not treated differently from other students and that meets other requirements specified in Education Code 49557).

Confidentiality/Release of Records

All applications and records related to eligibility for the free and reduced-price meal program shall be confidential and may not be released disclosed except as provided by law and authorized by the Board or pursuant to a court order. (Education Code 49558)

The Board authorizes designated employees to use individual records pertaining to student an individual student's eligibility for the free and reduced-price meal program for the following purposes: (Education Code 49558)

1. Disaggregation of academic achievement data

2. Identification of students eligible for services under the federal Elementary and Secondary Education Act pursuant to 20 USC 6301-6576

3. Facilitation of targeted educational services and supports to individual students based on the local control accountability plan

If a student transfers from the district to another district, charter school, county office of education program, or private school, the Superintendent or designee may share the student's meal eligibility information to the other educational agency to assist ~~in the continuation of the student's meal benefits~~ **that other educational agency in ensuring that the student continues to receive school meals**.

The Superintendent or designee may release the name and eligibility status of a student participating in the free or reduced-price meal program to another school district, charter school, or county office of education that is serving a student living in the same household for purposes related to program eligibility and data used in local control funding formula **(LCFF)** calculations. (Education Code 49558)

The Superintendent or designee may release the name and eligibility status of a student participating in the free or reduced-price meal program to the Superintendent of Public Instruction for purposes of determining allocations under the ~~local control funding formula~~ **LCFF** and for assessing accountability of that funding. (Education Code 49558)

The Superintendent or designee may release information on the school lunch program application to the local agency that determines eligibility for participation in the Medi-Cal program if the student has been approved for free meals or, if included in the agreement with the local agency, for reduced-price meals. ~~He/she~~ **The Superintendent or designee** also may release information on the school lunch application to the local agency that determines eligibility for CalFresh or another nutrition assistance program authorized under 7 CFR 210.1 if the student has been approved for free or reduced-price meals. Information may be released for these purposes only if the student's parent/guardian consents to the sharing of information and the district has entered into a memorandum of understanding with the local agency which, at a minimum, includes the roles and responsibilities of the district and local agency and the process for sharing the information. After sharing information with the local agency for purposes of determining eligibility for that program, no further information shall be shared unless otherwise authorized by law. (Education Code 49557.2, 49557.3, 49558)

Policy 3555: Nutrition Program Compliance

Status: DRAFT

Original Adopted Date: 10/14/2010 | **Last Revised Date:** 03/09/2023 | **Last Reviewed Date:** TBD

The Governing Board recognizes the district's responsibility to comply with state and federal nondiscrimination laws as they apply to the district's nutrition programs. The district shall not deny any individual the benefits or service of any nutrition program or discriminate on any basis prohibited by law.

Compliance Coordinator

The Board shall designate a compliance coordinator for nutrition programs, who may also be the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures, to ensure compliance with the laws governing the district's nutrition programs.

The responsibilities of the compliance coordinator include, but are not limited to:

1. Providing the name of the compliance coordinator, ~~and~~ the Section 504 coordinator, and Title IX coordinator, if different from the compliance coordinator, to the California Department of Education (CDE) and other interested parties

2. Annually providing mandatory civil rights training to all frontline staff who interact with program applicants or participants and to those who supervise frontline staff

   The subject matter of such training shall include, but not be limited to, collection and use of data, effective public notification systems, complaint procedures, compliance review techniques, resolution of noncompliance, requirements for reasonable accommodation of persons with disabilities, requirements for language assistance, conflict resolution, and customer service.

3. Establishing admission and enrollment procedures that do not restrict enrollment of students on the basis of race, ethnicity, national origin, or disability, including preventing staff from incorrectly denying applications and ensuring that such persons have equal access to all programs

4. Sending a public release announcing the availability of the child nutrition programs and/or changes in the programs to public media and to community and grassroots organizations that interact directly with eligible or potentially eligible participants

5. Communicating the program's nondiscrimination policy and applicable complaint procedures, as provided in the section "Notifications" below

6. Providing appropriate translation services when a significant number of persons in the surrounding population have limited English proficiency

7. Ensuring that every part of a facility is accessible to and usable by persons with disabilities and that participants with disabilities are not excluded from the benefits or services due to inaccessibility of facilities

8. Ensuring that special meals are made available to participants with disabilities who have a medical statement on file documenting that their disability restricts their diet

9. Implementing procedures to process and resolve civil rights ~~(~~**complaints, including alleged** discrimination~~)~~ ~~complaints~~ **on the basis of race, color, national origin, age, sex, sexual orientation, gender identity, or disability,** and program-related complaints, including maintaining a complaint log, working with the appropriate person to resolve any complaint, and referring the complainant to the appropriate state or federal agency when necessary

10. Developing a method, which preferably uses self-identification or self-reporting, to collect racial and ethnic data for potentially eligible populations, applicants, and participants

Notifications

The compliance coordinator shall ensure that the U.S. Department of Agriculture's (USDA) "And Justice for All" civil rights poster, or a substitute poster approved by ~~the~~ USDA's Food and Nutrition Service, is displayed in areas visible to the district's nutrition program participants, such as food service areas and school offices.

The compliance coordinator shall notify the public, all program applicants, participants, and potentially eligible persons of their rights and responsibilities and steps necessary to participate in the nutrition programs.**, including program requirements and program availability.** Applicants, participants, and the public also shall be advised of their right to file a complaint, how to file a complaint, the complaint procedures, and that a complaint may be ~~file~~ **filed** anonymously or by a third party.

In addition, the compliance coordinator shall ensure that all forms of communication available to the public regarding program availability shall contain, in a prominent location, ~~a~~ **the most current version of the nondiscrimination** statement provided by USDA about the district's status as an equal opportunity provider and the address of the agency with responsibility to handle complaints made against the district.

Forms of communication requiring this nondiscrimination statement include, but are not limited to, web sites, public information releases, publications, and posters, but exclude items such as cups, buttons, magnets, **menus,** and pens that identify the program when the size or configuration makes it impractical. The nondiscrimination statement need not be included on every page of program information on the district's or school's web site, but the statement or a link to the statement shall be included on the home page of the program information.

A short version of the nondiscrimination statement, as provided by USDA, may be used on pamphlets, brochures, and flyers in the same print size as the rest of the text.

Complaints of Discrimination

A complaint alleging discrimination in the district's nutrition program(s) on the basis of race, color, national origin, sex, **sexual orientation, gender identity,** age, or disability shall, within 180 days of the alleged discriminatory act, be filed or referred to USDA at **any of the following**: (5 CCR 15582)

Mail: U.S. Department of Agriculture~~,~~
Office of the Assistant Secretary for Civil Rights~~,~~
1400 Independence Avenue, SW~~,~~
Washington, D.C. 20250-9410~~,~~
Phone: (866) 632-9992, (800) 877-8339 (Federal Relay Service - English, deaf, hard of hearing, or speech disabilities), (800) 845-6136 (Federal Relay Service - Spanish~~), fax~~)
Fax: (833) 256-1665 or (202) 690-7442~~, or email~~
Email: program.intake**@**usda.gov

Complaints of discrimination on any other basis shall be investigated by the district using the process identified in AR 1312.3 - Uniform Complaint Procedures.

Complaints Regarding Noncompliance with Program Requirements

Any complaint alleging that the district has not complied with program requirements pertaining to meal counting and claiming, reimbursable meals, eligibility of a child or adult, use of cafeteria funds and allowable expenses **in relation to any child nutrition program specified in Education Code 49550-49564.5** shall be filed with or referred to CDE. (Education Code 49556; 5 CCR 15584)

Complaints against a program operator that is not an educational agency shall be filed with or referred to CDE. (5 CCR 15584)

Complaints of noncompliance with any other nutrition program requirements shall be submitted to and investigated by the district using the following procedures.

Complaints may be filed by a student or the student's ~~parent/guardian~~ **duly authorized representative** by phone, email, or letter. The complaint shall be submitted within one year from the date of the alleged violation and shall include the following: (5 CCR 15581)

1. A statement that the district has violated a law or regulation relating to its child nutrition program
2. The facts on which the statement is based
3. The name of the district or the school against which the allegations are made
4. The complainant's contact information
5. The name of the student if alleging violations regarding a specific student

Unless extended by written agreement with the complainant, the district's compliance coordinator shall investigate the complaint and prepare a written report to be sent to the complainant within 30 calendar days of the district's receipt of the complaint. If the complainant is dissatisfied with the compliance coordinator's decision, the complainant may, within five business days, file the complaint in writing with the Board.

The Board shall consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered pursuant to 5 CCR 4631. When required by law, the matter shall be considered in closed session. The Board may decide not to consider the complaint, in which case the coordinator's decision shall be final.

If the Board considers the complaint, the Board's decision shall be sent to the complainant within 60 calendar days of the district's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. (5 CCR 4631)

If the complainant is not satisfied with the findings in the district's report, the complainant may appeal the decision to CDE by filing a written appeal within 30 days of receiving the decision. (5
CCR 4632)

CABRILLO UNIFIED SCHOOL DISTRICT

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

SUPERINTENDENT
Dr. Ramon Miramontes

GOVERNING BOARD
Mary Beth Alexander
Peter Cerneka
Lizet Cortes
Carmen Daniel
Breanna Lafontaine

MEMORANDUM

MEETING DATE: June 12, 2025
TO: Members of the Governing Board
FROM: Dr. Ramon Miramontes, Superintendent
CATEGORY: Consent/Action
ITEM TITLE: Approval of Governing Board Meeting Minutes

BACKGROUND INFORMATION

The Governing Board routinely reviews and approves minutes from all Regular and Special meetings to ensure accurate record-keeping.

REPORT/PROPOSAL

Included in this board packet are the unadopted minutes for the Governing Board's consideration:

Regular Board Meeting – April 24, 2025
Regular Board Meeting – May 15, 2025

FISCAL ANALYSIS

There is no impact to the General Fund with the approval of the meeting minutes.

RECOMMENDATION

Staff recommends the approval of the Governing Board meeting minutes as submitted.

Prepared by: *Rosibel Acosta, Administrative Assistant to the Superintendent*

Regular Governing Board Meeting

(ADOPTED) Meeting Minutes

CABRILLO UNIFIED SCHOOL DISTRICT

Thursday, April 24, 2025 at 6:00 PM

Cunha Intermediate School Library Room, 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 ITEMS

a. Call Public Session to Order

Vice President Cortes called the meeting to order at 6:04 p.m.

b. Roll Call / Quorum

A quorum of the Board was present.

Board Members Present:

- Lizet Cortes, Vice President
- Peter Cerneka, Clerk
- Breanna Lafontaine, Member
- Mary Beth Alexander, Member
- Martin Juarez, Student Board Members, Pilarcitos High School

Administrators Present:

- Dr. Ramon Miramontes, Interim Superintendent
- Jennifer Marsh, Chief Business Officer
- Dr. Leticia Bhatia, Deputy Superintendent
- Bianca Forrester, Associate Superintendent

Draft

c. Pledge of Allegiance

Student Board Member Juarez led the Pledge of Allegiance.

d. Approval of the Agenda

A motion (1) was made to remove Item 5j, CUTA Initial Proposal for Reopener Negotiations 2025-2026, from the agenda at CUTA's request.

Moved by: Mary Beth Alexander
Seconded by: Peter Cerneka

Aye	Mary Beth Alexander, Peter Cerneka, Lizet Cortes, and Breanna Lafontaine

Passed 4-0

Preferential Vote:

Student Board Members Juarez voted aye.

Absences:

Carmen Daniel, President
Jamie Bikle, Half Moon Bay High School Student Board Member

A second motion (2) was made to remove Item 3g, Approval of Superintendent Contract, from the agenda.

Moved by: Breanna Lafontaine
Seconded by: Peter Cerneka

Aye	Peter Cerneka and Lizet Cortes
Nay	Mary Beth Alexander and Breanna Lafontaine

Failed 2-2

Preferential Vote:

Student Board Members Juarez aye.

Absences:

Carmen Daniel, President
Jamie Bikle, Half Moon Bay High School Student Board Member

Draft

A third motion (3) was made to approve the agenda as amended, with the removal of Item 5j, CUTA Initial Proposal for Reopener Negotiations 2025-2026.

Moved by: Mary Beth Alexander
Seconded by: Lizet Cortes

Aye	Mary Beth Alexander, Lizet Cortes, and Breanna Lafontaine
Nay	Peter Cerneka

Passed 3-1

Preferential Vote:

Student Board Member Juarez voted aye.

Absences:

Carmen Daniel, President
Jamie Bikle, Half Moon Bay High School Student Board Member

2. SPOTLIGHT THE COASTSIDE WAY!

a. Celebrating Our Success

1. **Community Celebrations**
    a. Kings Mountain Fair Board of Directors

The Governing Board recognized Larry Mann of the Kings Mountain Art Fair Board of Directors for his ongoing support of the school community.

2. **Schools Celebrations**
    a. Half Moon Bay High School Girls Varsity Basketball Team

The Governing Board recognized the Varsity Girls Basketball team for their historic achievement as the first girls' basketball team in school history to win the NorCal Championship and finish as California State runner-up. The Board congratulated the team and coaches.

    b. Kings Mountain Elementary Students

Not present.

    c. Kings Mountain Elementary Leader

Draft

The Governing Board honored Kings Mountain Elementary staff member Debbie Silveria for her years of dedicated service to the Cabrillo USD community.

b. Kings Mountain Elementary Presentation (Presentation)

Supporting Documents/Attachments:

1. Kings Mountain Presentation Slide 2025.pdf

Teacher Lead Debbie Silveria presented the annual school update, highlighting student data, enrichment programs, and strong community involvement.

c. Student Board Members Report

1. Half Moon Bay High School Student Board Member Absent.
2. Pilarcitos High School Student Board Member ***Student Board Member Juarez*** shared updates from Pilarcitos High School.

3. GENERAL BUSINESS

a. Bond Program Construction Update (Presentation)

Supporting Documents/Attachments:

1. CUSD Bond Construction Update Presentation 04.24.2025.pdf

Bond Program Fiscal Project Director Drew Gamet and Senior Project Manager Roger Anchartechahar presented an update on district construction projects. Highlights included turf replacements at Half Moon Bay High School and Cunha Intermediate School, and modernization at Farallone View Elementary and El Granada Elementary.

b. Approval of Resolution No. 15-2025 Non-Reemployment of Classified Employees.pdf (Action)

Supporting Documents/Attachments:

1. Resolution No. 15-2025.pdf

A motion was made to approve Resolution 15-2025 as presented.

Draft

Moved by: Mary Beth Alexander

Seconded by: Lizet Cortes

Aye	Mary Beth Alexander, Peter Cerneka, Lizet Cortes, and Breanna Lafontaine

Passed 4-0

Preferential Vote:

Student Board Member Juarez voted aye.

Absences:

Carmen Daniel, President
Jamie Bikle, Half Moon Bay High School Student Board Member

c. Approval of Resolution No. 16-2025 Non-Reemployment of Certificated Employees (Action)

Supporting Documents/Attachments:

1. Resolution No. 16-2025.pdf

A motion was made to approve Resolution 16-2025 as presented.

Moved by: Breanna Lafontaine

Seconded by: Peter Cerneka

Aye	Mary Beth Alexander, Peter Cerneka, Lizet Cortes, and Breanna Lafontaine

Passed 4-0

Preferential Vote:

Student Board Member Juarez voted aye.

Absences:

Carmen Daniel, President
Jamie Bikle, Half Moon Bay High School Student Board Member

d. Public Hearing and Approval of Resolution No. 13-2025: Support of Application for Eligibility Determination and

Draft

Funding; Designation of Authorized District Representatives (Public Hearing & Action)

Supporting Documents/Attachments:

1. Notice of Public Hearing for Resolution No. 13-2025 Support of Application for Eligibility Determination Designation of Authorized District Representatives.pdf
2. Resolution No. 13-2025 Support of Application for Eligibility Determination Designation of Authorized District Representatives.pdf

A motion was made to approve Resolution 13-2025 as presented.

Vice President Cortes opened the Public Hearing at 7:05 p.m. With no public comments received, the hearing was closed at 7:05 p.m.

Moved by: Lizet Cortes

Seconded by: Breanna Lafontaine

Aye	Peter Cerneka, Lizet Cortes, and Breanna Lafontaine

Passed 3-0

Preferential Vote:

Student Board Member Juarez voted aye.

Absences:

Carmen Daniel, President
Mary Beth Alexander, Member (absent for this item)
Jamie Bikle, Half Moon Bay High School Student Board Member

e. Approval of Resolution No. 14-2025 State Allocation Board and School Facility Program Beyond Bond Authority Acknowledgment

Supporting Documents/Attachments:

1. Resolution No. 14-2025 State Allocation Board and School Facility Program Beyond Bond Authority

Draft

Acknowledgment.pdf

A motion was made to approve Resolution 14-2025 as presented.

Moved by: Lizet Cortes

Seconded by: Peter Cerneka

Aye	Mary Beth Alexander, Peter Cerneka, Lizet Cortes, and Breanna Lafontaine

Passed 4-0

Preferential Vote:

Student Board Member Juarez voted aye.

Absences:

Carmen Daniel, President

Jamie Bikle, Half Moon Bay High School Student Board Member

f. Approval of Program Coordinator for Special Job Description and Salary Placement (Action)

Supporting Documents/Attachments:

1. Program Coordinator of Special Education Job Description and Salary Placement.pdf

A motion was made to approve the Program Coordinator for Special Education position, job description, and salary placement, as presented.

Moved by: Lizet Cortes

Seconded by: Peter Cerneka

Aye	Mary Beth Alexander, Peter Cerneka, Lizet Cortes, and Breanna Lafontaine

Passed 4-0

Preferential Vote:

Student Board Member Juarez voted aye.

Absences:

Carmen Daniel, President

Draft

Jamie Bikle, Half Moon Bay High School Student Board Member

g. Approval of Superintendent Contract (Action)

Supporting Documents/Attachments:

1. 2025-29_Superintendent_Contract_Miramontes.pdf

A motion (1) was made to approve the Superintendent Contract for Dr. Ramon Miramontes, as presented.

Moved by: Lizet Cortes
Seconded by: Mary Beth Alexander

Aye	Mary Beth Alexander and Lizet Cortes
Nay	Peter Cerneka and Breanna Lafontaine

Failed 2-2

A second motion (2) was made to postpone approval of the Superintendent Contract for Dr. Miramontes to May 15, 2025, to allow time for legal counsel to review the contract. Prior to approval, the Board will meet in Closed Session to discuss the item.

Moved by: Breanna Lafontaine
Seconded by: Peter Cerneka

Aye	Peter Cerneka, Lizet Cortes, and Breanna Lafontaine
Nay	Mary Beth Alexander

Passed 3-1

Preferential Vote:

Student Board Member Juarez voted aye.

Absences:

Carmen Daniel, President
Jamie Bikle, Half Moon Bay High School Student Board Member

Note:

Draft

Student Board Member Juarez left the meeting at 7:34 p.m.

4. COMMUNICATIONS

a. Public Comments on Nonagenda or Consent Items

- **Ann Mori** addressed the topic of increased insurance requirements for the swim program, including the $5 million coverage, and its potential impact on program continuation.

b. Employee Organizations Report

1. Cabrillo Unified Teachers Association (CUTA) Representatives
   John Carey, *CUTA president,* commented on positive union negotiations and noted teacher appreciation and engagement. He also highlighted the value of staff input in the Facilities Master Plan, especially from local educators.
2. California School Employee Association (CSEA) Representatives
   Paul Harrison, *CSEA Vice President*, shared positive feedback on recent negotiations with the district and shared about a college tour supporting first-generation students visiting Southern California universities.

5. CONSENT AGENDA

Items listed under the Consent Agenda are of a routine nature and are not anticipated for Board discussion. The Superintendent recommends their approval. If any Board member requests the removal of an item from the consent agenda, it shall be taken off and individually considered as a regular agenda item. The Consent Agenda requires a motion, a second, and approval by a roll call vote. Each item approved by the Governing Board on the Consent Agenda is considered in full and adopted as recommended.

A motion was made to approve the Consent Agenda as amended.

Moved by: Mary Beth Alexander

Seconded by: Lizet Cortes

Draft

Aye Mary Beth Alexander, Peter Cerneka, Lizet Cortes, and Breanna Lafontaine

Passed 4-0

Absences:

Carmen Daniel, President
Jamie Bikle, Half Moon Bay High School Student Board Member
Martin Juarez, Pilarcitos High School Student Board Member

a. Ratification of Proclamation Recognizing April as National Autism Acceptance and Inclusion Month

Supporting Documents/Attachments:

1. Proclamation April 2025 as Autism Acceptance and Inclusion Month.pdf

b. Adoption of Proclamation Recognizing May 2025 as Asian American and Pacific Islander Heritage Month

Supporting Documents/Attachments:

1. Proclamation May Asian and Pacific Islander History Month 2025.pdf

c. Adoption of Proclamation Recognizing May 2025 as Jewish American Heritage Month

Supporting Documents/Attachments:

1. Proclamation May as Jewish American History Month 2025.pdf

d. Adoption of Proclamation Declaring May 5th–9th, 2025 as Student Mental Health Week

Supporting Documents/Attachments:

1. Proclamation May Mental Health Week 2025.pdf

e. Approval of Cabrillo Education Foundation MOU 2025-35

Supporting Documents/Attachments:

1. CEF MOU 2025-35.pdf

f. Approval of Boys and Girls Club of the Coastside Summer Program 2025 MOU

Supporting Documents/Attachments:

1. BGCC_ELOP Summer Program_MOU_2024-25.pdf

Draft

g. Approval of South San Francisco Unified School District Round 7 Strong Workforce Program Grant MOU

Supporting Documents/Attachments:

1. SSFUSD_SWP Rd. 7_MOU_2024-25.pdf

h. Approval of Certificated Personnel Report

i. Approval of Classified Personnel Report

j. CUTA Initial Proposals for Reopener Negotiations 2025-2026 - REMOVED

2025 CUTA Sunshine Letter.pdf

Note: This item was removed during the approval of the agenda.

k. Approval of Student Teacher Contract Renewal with SFSU

Supporting Documents/Attachments:

1. SFSU Student Teacher Contract Renewal_Redacted.pdf

l. Enrollment Report

Supporting Documents/Attachments:

1. 2024-25 Enrollment Report Period 8.pdf

m. Approval of Donations to Cabrillo Unified School District

Supporting Documents/Attachments:

1. Summary Site Donations 04.24.2025.pdf

n. Information on Warrant Register Report Processed

Supporting Documents/Attachments:

1. 030125-033125 Warrant Register.pdf

o. Approval of Bid Award for E-rate Provider GIGAKOM for the 2025-26 School Year

Supporting Documents/Attachments:

1. GIGAKOM Quote for E-Rate.pdf

p. Approval of 2nd and 3rd Amendment to the March 2017 MOU with Boys & Girls of the Coastside

Draft

Supporting Documents/Attachments:

1. 2nd Amendment to March 2017 MOU with Boys & Girls Club of the Coastside_REVISED.pdf
2. 3rd Amendment: addition of Baseball Complex to Boys & Girls Club of the Coastside

Update: *Attachment* ***1. 2nd Amendment to March 2017 MOU with Boys & Girls of the Coastside*** *was revised on April 14, 2025.*

q. Approval of Williams Uniform Complaints Reports for Second and Third Quarters of the 2024–25 School Year (Education Code §35186)

Supporting Documents/Attachments:

1. Williams_UCP_Report_Q2_2024-25_Revised.pdf
2. Williams_UCP_Report_Q3_2024-25.pdf

r. Approval of Governing Board Meeting Minutes

Supporting Documents/Attachments:

1. Special Meeting - Mar 15 2025 - Minutes - Html
2. Regular Meeting - Mar 20 2025 - Minutes - Html
3. Special Meeting - Apr 05 2025 - Minutes - Html

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

Supporting Documents/Attachments:

Policy Guidesheet.pdf

1. 0420.4 BP Charter School Authorization_0323_DRAFT.pdf
2. 0420.41 BP Charter School Oversight_0623_DRAFT.pdf
3. 1340 BP Access To District Records_0325_DRAFT.pdf
4. 1431 BP Waivers_1223 DRAFT.pdf
5. 3580 BP District Records_0325_DRAFT.pdf
6. 3600 BP Consultants_0321_DRAFT.pdf
7. 4111 BP Recruitment And Selection_0324_DRAFT.pdf
8. 4112.2 BP Certification_0623_DRAFT.pdf

Draft

9. 4118 BP Dismissal_Suspension_Disciplinary Action_0922_0324_DRAFT.pdf
10. 4119.1 BP Civil And Legal Rights_0922_DRAFT.pdf
11. 4140 BP Bargaining Units_0622_0623_0324_DRAFT.pdf
12. 4151 BP Employee Compensation_0923_DRAFT.pdf
13. 4157 BP Employee Safety_0324_DRAFT.pdf
14. 4211 BP Recruitment And Selection_0324_DRAFT.pdf
15. 4216 BP Probationary_Permanent Status_0922_DRAFT.pdf
16. 4218 BP Dismissal_Suspension_Disciplinary Action_0922_0323_0324_DRAFT.pdf
17. 4219.1 BP Civil And Legal Rights_0922_DRAFT.pdf
18. 4240 BP Bargaining Units_0622_0623_0324_DRAFT.pdf
19. 4251 BP Employee Compensation_0923_DRAFT.pdf
20. 4257 BP Employee Safety_0324_DRAFT.pdf
21. 4311 BP Recruitment And Selection_0324_DRAFT.pdf
22. 4319.1 BP Civil And Legal Rights_0922_DRAFT.pdf
23. 4340 BP Bargaining Units_0622_0623_0324_DRAFT.pdf
24. 4351 BP Employee Compensation_0923_DRAFT.pdf
25. 4357 BP Employee Safety_0324_DRAFT.pdf
26. 5125 BP Student Records_0325_DRAFT.pdf
27. 5145.13 BP Response To Immigration Enforcement_0325_DRAFT.pdf
28. 6170.1 BP Transitional Kindergarten_1223_1224_DRAFT.pdf
29. 9323.2 BB Actions By The Board_0324_DRAFT.pdf

6. GOVERNING BOARD REPORTS

a. Board Members

Member Mary Beth Alexander shared updates on her roles with SMCSBA and CSBA, encouraged attendance at local events, highlighted upcoming policy discussions on funding, and reminded the Board of the Annual Education Conference in December. She invited input on topics of interest for future county and state-level discussions.

Member Peter Cerneka expressed his continued support for Dr. Miramontes and confidence in his ability to serve as Superintendent.

Member Breanna Lanfontaine shared highlights from the Master Plan and PTO Alliance meetings, promoted Coastside Gives, and reflected on her first months in the role, encouraging understanding and continued growth during a busy spring.

Vice President Lizet Cortes acknowledged national observances in April and May, including Autism Acceptance, Asian American and Pacific Islander Heritage, Jewish American Heritage, and Mental Health Awareness. She also recognized the vital role of the Cabrillo Education Foundation and Boys and Girls Club in providing enrichment and support services for students and families in the district.

b. Superintendent Report

Interim Superintendent Dr. Ramon Miramontes acknowledged Coastside Gives, celebrated Administrative Professionals Week, thanked staff for recent facility improvements, recognized the HMBHS girls basketball team, and expressed appreciation for all school staff supporting students daily.

7. CLOSED SESSION

a. Identification of Closed Session Topics of Discussion

b. Public Comments on Closed Session Items

None.

c. Adjournment to Closed Session

The Board adjourned to Closed Session at 8:03 p.m.

d. **CONFIDENTIAL STUDENT MATTERS**

Action Under Consideration: Approval of Individual Services Agreement for Case No. 021425 and Case No. 040225

Draft

e. **CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION (Government Code 54956.9(d)(1))**

Name of Case: 030525

f. **CONFERENCE WITH LABOR NEGOTIATORS (Government Code §54957.6)**

- District-designated representatives: Dr. Ramon Miramontes,
  Interim Superintendent
- Employee organizations: Cabrillo Unified Teachers Association, California School Employees Association Chapter 485, and Unrepresented

g. Adjournment of Closed Session and Reconvening to Open Session

The Board reconvened to Open Session at 8:27 p.m.

h. Closed Session Action Report

Vice President Cortes reported the following action in Closed Session:

1. The Board voted 4-0 to approve the Individual Services Agreement, Case No. 021425.
2. The Board voted 4-0 to approve the Individual Services Agreement, Case No. 040225.
3. The Board voted 4-0 to approve the Settlement Agreement, Case No. 030525.

8. CLOSING ITEMS

a. Adjournment of the Meeting

A motion was made to adjourn the March 20, 2025, Regular Meeting at 8:30 p.m.

Moved by: Peter Cerneka

Seconded by: Lizet Cortes

Aye	Mary Beth Alexander, Peter Cerneka, Lizet Cortes, and Breanna Lafontaine

Draft

Passed 4-0

Absences:

Carmen Daniel, President
Jamie Bikle, Half Moon Bay High School Student Board Member
Martin Juarez, Pilarcitos High School Student Board Member

Peter Cerneka, Clerk

Draft